

# The ATA Magazine

MARCH  
1954

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

**G**OOD TEACHING IS NOT A  
LOST ART, BUT REGARD  
FOR IT MAY BECOME A LOST  
TRADITION IF STANDARDS OF  
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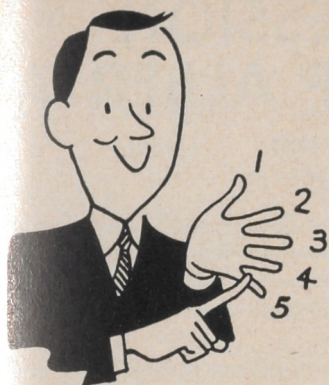
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COVER STORY

This month's cover features a view of  
Calgary. The thirty-seventh Annual Gen-  
eral Meeting of the Alberta Teachers'  
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# The ATA Magazine



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# ***Editorial***

## **WHERE ARE WE HEADED?**

Teaching is much more than instructing. It is much more than teaching arithmetic or spelling, reading or writing. It would be a narrow and barren concept indeed if the educational process was regarded as a matter of the mass production of mechanical academic skills. Perhaps this view of the job of teaching was adequate fifty or one hundred years ago in a simple society where a community might exist in virtual isolation from its neighbour. Society then, was simple and uncomplicated. Society now, is a mass of interacting cultures and ideologies. The mere business of living is immeasurably more complex in a modern technological age. Educating our children for the world of today is an enormous responsibility.

### **High Standards**

A good teacher must have an extensive background of general education. In addition to sound scholarship he needs intensive professional training. He will need to call on idealism, loyalty, sympathy and understanding as well as on his professional judgment. The public entrusts its children to his charge and it is his sacred obligation to help them to use their natural abilities to the utmost. This conception of teaching explains the rigid, uncompromising attitude of professional teachers' organizations towards the matter of setting standards of teacher training. The consequence of our responsibility to society must permit no wavering in our stand.

### **Good Teaching Or Poor?**

It has been said that good teaching is not a lost art, but regard for good teaching is fast becoming a lost tradition. Teachers should know by now that the public generally does not know the staggering difference between shoddy, dull instruction by amateurs and the skillful teaching by a professional teacher. The reason for this situation is that the results of poor teaching are not immediately evident. Besides, there is the matter of individual differences between students to be considered. Most laymen seize upon a student's competency or lack of it in arithmetic or spelling as a basis on which to judge the job of teaching unaware that this is only a small part of the total educational achievement the teacher seeks to attain. Attitudes, citizenship and judgment are abstract qualities which, while integral in the educational process



are almost impossible to measure. Unfortunately, many administrators, harried by the teacher shortage, and pressed to justify certificating poorly-trained personnel for the classroom, tell the public that teaching is really just mass production of mechanical skills in the traditional subject material. Consequently, public-spirited people settle for poorer and poorer teaching, finally forgetting what good teaching is like.

### **The Prospect?**

The great gap that exists between real teachers and those who go under the name of teacher must be of increasing concern to everyone. On one hand, we have the professional teacher who, by training and experience reinforced by educational research, can skilfully direct the learning experiences of his students in the classroom, on the playground, in the study class, and in extra-curricular activities. On the other hand, there are those of low academic achievement and short training, whose gross inadequacy makes anything more than mere instructional procedures an educational travesty. The growing infiltration of this ill-prepared element into the ranks of trained teachers has made professional discussion between the best and the poorest teachers virtually impossible.

### **Our Obligation**

It is against this backdrop that we must consider any proposal to institute short courses for teachers and to reduce permanent certification from two years of training to one year. As a professional organization dedicated to the advancement and promotion of education in this province, we will always oppose solving the teacher shortage by lowering standards.

### **Educational Standards Or Expediency?**

The Minister of Education has proposed both a six-weeks' short course and permanent certification of teachers after one year of training. Should he institute these proposals he may be able to proclaim this fall that every classroom in Alberta has a teacher—of one variety or another. Undoubtedly this would be an attractive prospect. Some would say that the Minister is discharging his obligation to the public by his actions. We, among others, could never excuse educational bankruptcy at the price of expediency.



# Language Learning

**T**EACHING the mother tongue is a relatively new emphasis in the school program. Mary Ellen Chase's grandmother\* never could understand what it was all about or why. Reading and writing—yes, in the sense of learning to decipher and reproduce the written word. But why anything else? In fact, what else was there, once you could read and write? You could already speak.

Now we not only accept language study as of central importance, but urge a broader place for it in our curriculum. We insist that citizens in a democracy must be equipped with much more than elementary skills of word recognition. They must understand the nature of language, its uses and abuses. They must learn to speak and write at socially approved levels. They must learn to read, listen, and think—as well as to speak and write—with the speed and discrimination appropriate to our mass media of communication. The educator's question is no longer **why**, but **how**.

How do people learn to speak, read, write and listen effectively?

The question has been answered in two ways. Or at least, language teachers have operated on two different assumptions. The first is that the way to become efficient in language communication is to study **about** language, (especially about the grammatical or other principles thought to govern its use). The second is that the way to become efficient is to **use** language, to get a great deal of experience in practical situations which involve speaking, reading, writing, and listening. The same two kinds of answer, it will be noticed, have been given in more general terms to problems of education in general.

HAROLD S. BAKER

There are those who place their confidence in theory (studying about), and those who place it more concretely in first-hand experience or activity.

Who is right?

My answer would be, both. It seems to me that the foregoing is simply another of those false alternatives that are so often presented to us in education and in life. I can't see how we can go very far in language learning without involvement in practical situations (whether of the social studies, other school subjects, or out-of-school interests) requiring the use of language. I can't see how we can even begin language learning aside from these situations. But neither can I see how they can be truly educative if there is not going on, concurrently, some more theoretical phase devoted to appraisal and improvement. The total process, then, is circular: we have language experiences, which provide occasions and motivations for study about language, which enables us to have better language experiences.

If the above analysis is true, there are two main jobs for the language teacher. One of these is guiding the language activities of students, and criticizing the results. The other is conducting a more formal program of language study, often

\*Chase, *A Goodly Fellowship* (The Macmillan Company, 1939).



# and Teaching

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This is the last of a series of articles on the teaching of English by Dr. Harold S. Baker, of the Faculty of Education, University of Alberta.

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with remedial emphasis. Needless to say, these two phases will not always be completely separate. The critical emphasis of the former may emerge with the remedial emphasis of the latter. A writing project may be interrupted, strategically, for formal teaching and practice. Or the project may itself grow out of formal study.

There is a third job for the language teacher—that of exemplifying in his own speech and writing suitable habits and standards for his pupils. This is, perhaps, less a job to be done than an influence to be exerted. However it may be described, its effect on the outcomes of the language program is certainly substantial.

The following illustrations and observations relate especially to the teaching of written English, although their applicability to other kinds of communication may here and there be inferred.

## Working with language

In this phase, it has been noticed, the teacher serves as guide and critic. What is involved in the process of guidance and criticism?

Some of us have had teachers who interpreted the process primarily as one of applying plenty of red ink or pencil. Our papers came back so bespattered with "error" marks that we were confused by the multitude of our sins rather

than encouraged toward their correction. If we tried a revision, we often came up with more new errors than old ones corrected. It all seemed pretty hopeless. What we said, apparently, was quite unimportant. It almost seemed that writing "good" English was a negative thing—learning what **not** to do, avoiding this and that instead of expressing our ideas as clearly and interestingly as we could.

"Error hunting" is relatively easy on the teacher's time and nerves. And it requires little skill: almost anyone who has been long at school can pencil up student writing with a shorthand for errors (*p* for punctuation, *sp* for spelling, *gr* for grammar, etc.). But this sort of thing, surely, is not a very purposeful kind of criticism. It is impersonal—a cold catalogue of sins. It tends to place almost exclusive emphasis on formal correctness. It fails to stress the student's **main** strengths and weaknesses.

These he must know if he is to improve. A knowledge of his strengths gives the student at once the basis for and the will toward further effort. As the psychologists have pointed out, nothing succeeds like success, and if there is anything at all that the student has done well, he deserves and needs commendation for it. Poor work should not, however, be glossed over by a mild and beautiful approval—"That's fine (wonderful), Johnny!" Shortcomings need pointing out. But it is one thing to point out errors. It is quite another to show specifically how they may be eliminated: the process of improvement requires suggestion, discussion, attention to the quality of ideas and their organization as well as to matters of form.

In short, the teacher as critic must  
(Continued on Page 42)



# STUDENT In Canadian

WHAT percentage of school children is promoted year by year from each of grades I to XI? What percentage reaches grade VII? Grade IX? Grade XI? It is difficult to answer these questions. Provincial grading systems differ; primary, pre-primary and kindergarten classes, affecting grade I enrolments, are found in some provinces and

not in others. Then, too, provincial populations are not static these days; immigration is increasing enrolments in different grades in varying degrees.

### How Many Grade I Children Reach High School Grades?

The following analysis of enrolment data shows current school attendance trends in Canada.

Table I  
Enrolments In Grades II to XII as Percentages of Enrolments in Grades I: 1951-52

Province	Enrolments as Percentages of Grade I Enrolments												
	Grade												
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Newfoundland .....	100	57	56	51	45	40	35	26	23	17	12	0.3	—
Prince Edward Island .....	100	86	88	77	77	75	75	66	44	45	21	3	—
Nova Scotia .....	100	102	110	107	101	92	85	69	56	40	28	9	—
New Brunswick .....	100	90	90	85	80	71	62	49	31	18	12	6	—
Quebec: Catholic .....	100	88	92	89	74	65	47	—	—	—	—	—	—
Protestant .....	100	95	96	91	82	73	67	63	49	37	26	2	—
Ontario .....	100	88	79	78	77	73	65	60	53	40	25	18	10
Manitoba .....	100	88	87	82	78	71	67	57	46	33	26	9	—
Saskatchewan .....	100	93	92	87	85	83	76	68	55	40	30	21	—
Alberta .....	100	90	90	83	79	74	70	62	55	40	32	28	—
British Columbia .....	100	97	97	90	84	78	73	67	59	48	35	26	3

Notes: (a) In the above table figures for Quebec (Catholic) are not given for grades above the seventh because a large percentage of children in grade VIII and above are enrolled in schools emphasizing practical rather than academic subjects. Although published data show only 50,574 pupils in grade VII to XII inclusive in 1951-52, there were in September, 1952 in all kinds of schools, 93,234 pupils in these grades. The data

given for grades I to VII relate to schools under control only.  
(b) The Ontario Department of Education gives only combined enrolments for 1951-52 for Division I (grades I, II, III) and Division II (grades IV, V, VI). Therefore grade enrolments are estimated on the basis of the 1949-50 distribution.  
There is a marked drop in enrolment in Newfoundland in grade II. Few pupils



# RETENTION High Schools

proceed through junior or senior high school grades.

In New Brunswick promotions and progress are quite normal during compulsory attendance years but enrolments decrease rapidly thereafter. Retention is best in the high schools of British Columbia, Alberta and Saskatchewan.

Two facts must be remembered when reading the above table. First, there are kindergarten, primary or pre-primary classes in some provinces; second, students matriculate at different grade levels in different provinces, with the

Dr. M. E. LaZerte, former Dean of the Faculty of Education, University of Alberta, is Director of the Canadian School Trustees' research project investigating federal aid for education.

## M. E. LaZERTE

### How Many Grade II Children Reach Junior Matriculation?

Table II

Enrolments in Grades III to XI as Percentages of Enrolments in Grade II: 1951-52

Province	Enrolments as Percentages of Grade II Enrolments									
	Grade									
	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	2	3	4	5	6	7	8	9	10	11
Newfoundland	100	98	89	79	70	61	46	40	30	21
Prince Edward Island	100	103	90	90	88	87	77	51	53	24
Nova Scotia	100	109	105	99	90	84	68	55	39	27
New Brunswick	100	100	94	89	78	68	54	34	20	13
Quebec: Catholic	100	104	100	84	74	54	—	—	—	—
Protestant	100	101	96	86	77	71	66	52	39	27
Ontario	100	90	89	88	83	74	68	60	45	28
Manitoba	100	99	93	88	81	76	65	52	38	29
Saskatchewan	100	99	93	92	89	82	73	59	43	32
Alberta	100	100	93	88	83	77	70	61	45	35
British Columbia	100	100	93	87	81	76	70	61	50	36

result that grade XII enrolments do not give a true picture of education beyond the grade XI level. For these two reasons a second tabulation of enrolments is given in which grade II rather than grade I is taken as the base and data are continued to grade XI only, the point marking junior matriculation in most provinces.

One expects to find children remaining in school until they complete the work of the elementary grades at least. After

grade VII many pupils withdraw from school for economic reasons, because they reach the upper compulsory age limit



or because they are so out-of-step with the school program that school work is no longer interesting.

The drop in attendance between 1950-

51 and 1951-52 sessions from grade VII to grade VIII, VIII to IX, IX to X and X to XI is given below for the ten provinces.

**Table III**  
**Decrease in Attendance from Grade to Grade Expressed in Percentage Terms: 1951-52**

Province	Percentage Decrease in Enrolment from Grade to Grade			
	VII to VIII	VIII to IX	IX to X	X to XI
1	2	3	4	5
Newfoundland .....	22	- 1 (a)	23	21
Prince Edward Island .....	2	29	3.5	51
Nova Scotia .....	16	18	26	30
New Brunswick (b) .....	19	36	53	48
Quebec: Protestant .....	2	16	21	30
Ontario .....	4	7	25	35
Manitoba .....	9	12	25	28
Saskatchewan .....	9	18	27	26
Alberta .....	8	11	23	22
British Columbia .....	3	6	14	23
Weighted Averages .....	8	11	24	31

Notes: (a) The enrolment in grade IX in 1952 was greater than that in grade VIII in 1951.  
(b) New Brunswick changed its grading system during the period covered by this table. Similar data for 1948-49 and 1949-50 give 11.2, 27.4, 6.2 and 0 instead of 19, 36, 53 and 48.

In Newfoundland, Nova Scotia and New Brunswick the loss between grades VII and VIII is heavy. In other provinces heavy mortality comes at the end of grade IX.  
These figures indicate that Canada is educating in grades VIII to XI approximately 70 percent of the children who reach grade VII.

**1951 Census Data regarding Attendance**

Fewer rural than urban children are continuing their education through high

school grades. Census data from Bulletin II, Dominion Bureau of Statistics, Vol. II, Table 28, 12-3-53, show that in the ten provinces 57 percent of urban children and 63 percent of rural children 15 to 19 years of age inclusive are not attending school. The urban youth referred to have completed about 5.2 years of schooling; the rural youth, about 4.6 years. The non-attendance in all provinces was as given in the following table.

**Table IV**  
**Populations 15-19 Years of Age (Inclusive) and Percentages Not Attending School, June, 1951**

Province	Population 15-19 Years of Age		Percent (15-19 Years) Not Attending School	
	Rural	Urban	Rural	Urban
1	2	3	4	5
Newfoundland .....	17,009	13,399	65	58
Prince Edward Island .....	6,148	2,148	61	56



Nova Scotia .....	24,347	27,186	57	53
New Brunswick .....	26,049	16,801	63	54
Quebec .....	128,982	208,519	78	65
Ontario .....	101,573	214,112	60	55
Manitoba .....	28,281	28,907	60	52
Saskatchewan .....	49,202	19,280	52	45
Alberta .....	42,852	31,089	50	49
British Columbia .....	25,648	44,582	50	47
Canada (a) .....	451,679	606,293	63	57

(a) Includes Yukon and Northwest Territories.

According to these data there were in Canada in June, 1951 more than 630,000 young people of approximately high school age who were not attending either high or elementary grades. The 1951 census data show that non-attendance was greater for rural than for urban children.

Table V

**School Attendance of Children 15-19 Years of Age, June, 1951**

Schools	Percentage of Children Attending School	Percentage of Children Not Attending School
1	2	3
Rural	37.09	62.91
Urban	42.91	57.09
Total	40.43	59.57

Of the 1,057,972 Canadian children 15-19 years of age, 630,290 were not enrolled in schools (public or private).

**Holding Power Of The High School:  
Progress and Problems**

Making allowance for increased enrolment in each grade due to immigration the enrolment, in grades VIII, IX, X and XI in 1946-47 was 59.2 percent of the grade VII enrolments on which they are based, while five years later the corresponding percentage was 59.9. Retention of grade VII students in grades VIII, IX, X and XI increased 0.7 percent in the five-year period. High wages in industry and business may be attracting many students from high school today. Enrolments are increasing but only because the population is increasing. The junior and senior high schools are not holding an appreciably larger percentage of grade VII students than they did in 1946-47.

In the United States the enrolment in grades VIII, IX, X and XI, in 1949-50 was 6,293,897 or 83.9 percent of the grade VII enrolments of 1945-46 to

1948-49 inclusive (full-time public day schools). Although no allowance is made here for immigration influence, the contrast in the holding power of the United States and the Canadian high schools is noteworthy. In the United States in 1949-50 the enrolment in grades XIII to XI inclusive was 84 percent of the sum of grade VII enrolments in the years 1945-46 to 1948-49; in Canada the corresponding percentage was 59.6. If grade II instead of grade VII be the base of reference the 1949-50 high school retention figure for the United States becomes 70.3 while the Canadian percentage drops to 44.5.

Teaching, nursing and several other professions are calling for recruits. If the high schools were educating 90 instead of 44.5 percent of the youngsters graduating from grade II, the shortage of personnel in the professions might be solved. If, however, we wish 90 percent of the children in elementary grades to continue their education through high school, we must deal in some positive fashion with the problem

*(Continued on Page 17)*



# Social Implications

**I**N choosing the title for what I have to say to you today, I have been influenced by several things. The first has been a growing conviction over the years that teaching is essentially a job in human relations. For one thing, I have become more and more aware of the importance of the group climate in the classroom. The second influence grew out of a remark made by Dr. J. B. Jeffry, the Principal of the Institute of Education at the University of London, when I visited him last October. Dr. Jeffry said, "Teachers have not even begun to realize the social implications of their job." As I left the institute, I said to myself, "That is what I want to discuss with the teachers of Alberta next February." A third impetus to my thinking was the reading of a new book on "The Teaching-Learning Process" by Nathaniel Cantor. The author stresses the fact that if learning is to be significant and useful, the pupil must want to learn. "And in the classroom he will learn that which matters to him to the degree that he does not feel defensive and threatened. The teacher must help him to face his uncertainties, his limitations and his inadequacies. The classroom atmosphere must emphasize acceptance."

So this morning I would like to discuss with you the social implications of the teacher's job under five headings, (1) the teacher's relationship to the individual pupil, (2) the teacher's responsibility for the group climate of the classroom, (3) the teacher's relationship to parents, (4) the teacher's relationship to the community, and (5) the teacher's relationship to the society in which he lives.

S. R. LAYCOCK

## 1. The teacher's relationship to the individual pupil.

Last spring when I retired from my post at the University of Saskatchewan, the Alumni of the College of Education did a very nice thing. They presented me with a leather-bound book containing 180 letters addressed to me from my former students. As I read those letters I found a common factor in them. My former students seemed to have forgotten all the profound things I had said to them in the classroom but they did recall incidents where I had evidenced some interest in them as persons. This merely crystallized the conviction which I had gradually been developing over the years, that the relationship factor in teaching is vitally important. I had started, years ago, in a negative fashion by telling my student-teachers, "Never allow yourself to dislike a pupil as he will respond to that with dislike and will become a problem on your hands." From that idea I progressed to saying, "It is the business of all teachers to accept all their pupils emotionally." Teachers know how difficult it is for many parents to accept their child as he is and to help him to be **his** best, not the **parents'** best. Parents may expect too much of their children or they may reject them. Teachers know full well the results of such rejection in terms of children who feel emotionally insecure and who feel that their family isn't proud of them. Such children are apt to be emotionally disturbed and this shows in poorer school work and in such com-



# of The Teacher's Job

pensatory behaviour as boasting, bullying, limelightiness, smartaleckness and possibly even lying and stealing.

However, it is also vitally important that each pupil be accepted by his teacher as a worthwhile and well-liked individual. Acceptance of the pupil as he is, is one of the foundation stones of teaching and learning. It is an old saying that "we cannot elevate those whom we despise." Then, too, the great strength of the Christian religion is that it rests on the redeeming power of love. Certainly the teaching-learning process is seriously crippled by the teacher's dislike of the pupil or the pupil's dislike of the teacher. In south-east London I visited last fall a unique school for maladjusted children. The school is cramped for space and it hasn't too much equipment, but its headmaster stresses the fact that each person who deals with the boy—psychiatrist, social worker, teacher, cottage mother and father, the headmaster himself—must establish a satisfactory relationship with the youngster. The school's great instrument in rehabilitating its boys, I was told, is relationship.

Teachers are human and it may be difficult to like some pupils. Occasionally a teacher has unconscious prejudices against certain races, creeds or classes. However, the real temptation of teachers is to dislike the youngsters who are a nuisance—those who have **not are** behaviour problems. Actually, if the teacher is well trained, he knows that pupils who are failing in the business of living—for that is what the shy, spiteful, bullying, cruel, uncooperative and smartalecky children are doing—need his expert help and guidance. They are

a challenge to his professional skill. Their behaviour is an indication that they are in trouble and need help. They are usually children who already feel insecure and inadequate and are in particular need of feeling secure in their teacher's regard. The antagonism of the teacher is just another push down hill. I am not arguing for soft and sentimental handling but rather intelligent guidance. Indeed there may be a need for strict handling in order to set limits on a child's impulses.

So the more aware the teacher is that behaviour is caused the better chance there is of the pupil feeling secure in his teacher's regard. However, the attempt to understand a pupil's behaviour in a professional way may not be enough. There must be goodwill toward the pupil on the part of the teacher. Attitudes are important. So the first job of the classroom teacher is to establish satisfactory human relationships with his pupils. The method is that by which we establish any adequate human relationships—the method of being genuinely interested in the other person and in his activities and interests.

## 2. The teacher's responsibility for the group climate of the classroom.

If adequate learning is to take place, there must be a satisfactory "emotional climate" in the classroom. This is the

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Dr. S. R. Laycock, former Dean of the College of Education, University of Saskatchewan, was ATA guest speaker at the Edmonton and Calgary City conventions. His address is reprinted.

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principal factor in what is usually termed "discipline." Good discipline in the classroom is merely good ways of living and working together as a group. It is mainly a good emotional climate. That climate depends on many things, but one of the main elements is the personality of the teacher. In 1944, I had a unique opportunity to observe this. With funds provided by the Canadian Mental Health Association, I visited 157 classrooms in the seven most westerly provinces of Canada with the express purpose of studying the effect of the teacher's personality in the behaviour of pupils. I was amazed at the evidence I found. The dithery teacher had a dithery classroom; the tense teacher had a tense one; the bossy teacher had a subdued or resentful one. The insecurities of the teacher and her reaction to her own insecurities were mirrored back in the behaviour of pupils. Actually lack of time prevents me from giving you more than one example. In one province, I visited a Grade X class in Social Studies. Here there was a fine relationship between pupils and teacher. The class was a co-operative group with teacher and pupils thinking through together the problem under discussion. I labelled this class the best I had seen in my travels. Later in the afternoon I visited, in the same school, a class where mathematics was being taught. Here pandemonium reigned. The pupils were impertinent, defiant, disorderly. I labelled this class the worst I had seen in my travels. However, that is not the whole story. I sat down in a seat and since everybody was talking anyway, it didn't seem to make any difference if I talked. So I said to the boy across from me, "How do you get on with this teacher?" Then to my amazement he said, "You saw us earlier in the afternoon with Mr. So-and-So. We like him. He likes us. This teacher doesn't give a hoot for us." The boys I had labelled as the worst class I had also labelled as the best class. The difference was in the teacher and the teacher's ability to establish an adequate group climate in the classroom.

But, you may be thinking, what can teachers do about establishing in their classrooms an adequate group climate which will make maximum learning possible? The answer is that the solution lies in **self-understanding**. Many teachers exploit children. They use them to find satisfaction for their own feelings of inadequacy and insecurity. They may have an unconscious need for control and dominate youngsters in order to satisfy these feelings or they may find outlets for their unconscious feelings of resentment and aggression in sarcasm, ridicule, belittling pupils or punishment. Sometimes teachers, particularly in the lower grades, may need to satisfy their own starved love life by being emotionally dependent on the youngsters for affection. Then, too, teachers have biases and prejudices which will injure pupils unless the teacher recognizes them and, if necessary, admits them. The teacher must recognize his own limitations, inadequacies and insecurities. Then he will be able to allow pupils to express their own feelings and ideas and even to question his without his being on the defensive. Only so, will he be able to establish the kind of classroom climate where real growth in emotional maturity and in sound thinking can take place. In many classrooms the emotional climate encourages conformity and discourages critical and independent thinking. It is, therefore, vital that teachers realize the old maxim, "Know thyself." Once they realize how far their own conflicts are reflected in their behaviour in the classroom they will usually be able to handle themselves intelligently. "The truth shall make you free" is a basic principle when it comes to understanding oneself and one's behaviour.

I am not suggesting that teachers need the help of a psychotherapist. What many of them do need is a series of group discussions where a permissive atmosphere enables them to gain insight into their own reactions to children. A provision for such may be quite as important so far as improving the learning situation in the classroom goes as



definite courses in the methodology of teaching reading, arithmetic, language or science.

### 3. The teacher's relationship to parents.

As most of you know, I have been for many years interested in parent-teacher cooperation. This is because I believe that every child has four sets of teachers—home teachers, community teachers, playmate teachers and school teachers. Further, I believe that all aspects of a child's learning, including his school learning, are greatly affected by all these four sets of teachers. Certainly how a child feels about himself—whether as a loved and worthwhile human being or an inadequate and rejected one—is affected by the attitudes of his parents, his playmates, his school teachers and by the attitudes of his community to his race, creed, and social class as well as to his own behaviour. His feelings about himself profoundly affect his school work. The emotionally disturbed child is often a reading problem or he may have difficulty with almost any subject. Then, too, the child's attitude to education, to the school and to teachers in general and in particular is greatly affected by the attitude of his parents, his playmates and such community teachers as newspapers, radio and general public opinion. In addition a child's attitude to school subjects often reflects the attitude of his parents, playmates and of community opinion. Certainly if Johnny's father says, "what's the use of learning poetry. That won't earn you a living," it will be pretty hard for the teacher to teach literature to Johnny. And if Betty's mother says, "I don't see any sense in social studies," Betty is likely to dislike social studies. Indeed, to go further, parents often build in school disabilities in their children. If mother says, "I never was any good in arithmetic and Jean is going to be just like me," or if father says, "I never could write a composition and Bob is going to take after me," these children often ac-

cept the fact that they have a disability when no real one exists.

The home, therefore, seeps through into the school at every point whether teachers know it or not. Parents and teachers always run a three-legged race whether they like it or not. Some teachers don't like it but it's true just the same.

Adequate and successful partnership on the part of teachers and parents is a necessity for the best development of pupils. How that partnership can best be promoted is a question for each teacher and each school to determine. Parent-teacher conferences seem to me to be a necessity and I don't mean two-or-three minute conferences when the school holds open house and the parents visit the classrooms. Rather I mean provision for the teacher and parent to sit down and **search together** to understand the pupil, his abilities, characteristics and needs. Both teachers and parents need to learn how to conduct such an interview. The great majority of teacher-parent conferences that are now held are relatively ineffective. Sometimes the teacher and/or the parent is on the defensive. At other times one is out to "tell" the other and isn't willing to listen. Well-conducted teacher-parent interviews pay great dividends in understanding the needs of the child's development and in creating mutual understanding between parents and teachers. Provision, however, should be made in school time for such conferences. In Lakeview Consolidated School System near Grand Rapids, Michigan, the parents come for conferences the first two days of the school term in September while the children stay home. This enables the teachers to get to know the parents of the pupils and to learn about them. Then in November and again in March two days are given over to teacher-parent conferences. These yield high returns—probably as great as those when the pupils are away from school for teacher's institutes and conventions.

There are many other methods of

*(Continued on Page 56)*



# 1953 Income Tax Returns

DOROTHY G. REID, C.A.

**P**ERSONAL income tax returns, on Form T.1 Short or T.1 General covering the calendar year 1953 must be filed on or before April 30, 1954 with the Director of Taxation at either Edmonton or Calgary, depending upon past practice and the part of the province in which the taxpayer resides.

The following changes in the Income Tax Act covering 1953 may be of interest to teachers.

Medical expenses in excess of 3% of net income may now be deducted from income up to a maximum of \$1500 for a single person and \$2000 for a married one, with \$500 for each dependent (\$2000 maximum). In previous years the excess over 4% was allowed. Form T.1 includes an explanation of the medical expenses which may be claimed.

Personal exemptions of \$400 may now be claimed for each child or grandchild of the taxpayer who, during the year, was wholly dependent upon him for support and was twenty-one years of age or over and in full-time attendance at a school or university. Previously only

such children as were under twenty-one years of age could be claimed as dependents. Dependents may earn up to \$750 per year.

The personal exemption for a child born in December of the taxation year is now \$150 although the child will not be eligible for Family Allowance until the next year. This eliminates the extra year at the higher exemption of \$400 which could formerly be claimed for children born in December and therefore not eligible for Family Allowance until the next year.

The tax credit allowed in respect of dividends from taxable Canadian corporations has been increased in 1953 from 10% to 20%. This is shown in the calculation portion of the form as a deduction from Total Tax. The dividends must be shown as Investment Income.

The ATA fees deducted from salaries by school boards may be claimed as a deduction from salary under the heading "Allowable Union, Professional or like dues paid to . . ." The scale of ATA fees is given below.

Annual Salary	Rate of ATA Fees
Less than \$1500	\$1.25 per calendar month or \$15.00 per annum
\$1500 to 1999	1.50 per calendar month or 18.00 per annum
2000 to 2499	1.75 per calendar month or 21.00 per annum
2500 to 2999	2.00 per calendar month or 24.00 per annum
3000 to 3499	2.25 per calendar month or 27.00 per annum
3500 to 3999	2.50 per calendar month or 30.00 per annum
4000 to 4499	2.75 per calendar month or 33.00 per annum
4500 to 4999	3.00 per calendar month or 36.00 per annum
More than 5000	3.25 per calendar month or 39.00 per annum

The ½% deduction for Supplementary Pension Fund is not allowable for income tax purposes.

These are the more important changes affecting personal income tax returns

for 1953. Careful attention to the explanations on the form when filling in the required information will give the correct liability or refund due.



## President's Column



During the year the contents of my column have been devoted to discussion of some clauses from our code of ethics. This was done with the purpose of focussing attention on the importance of teacher ethics. Remember that this code expresses the rules of conduct that we, as teachers, have accepted and imposed upon ourselves. Observation of our ethical code is a professional obligation.

As this is my last submission to this column, I would like to discuss two more clauses that I think are highly significant.

"The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association." If a dispute exists between the Alberta Teachers' Association and a school board, the interests of teachers are involved. The Association will be prepared to outline the nature of the disagreement in order that a prospective applicant for a teaching position may know the facts and withhold his application until the dispute has been settled.

"The teacher who in his professional capacity is a member of a committee, board or authority, dealing with education matters or with teacher training or

certification, must be elected or appointed by the Alberta Teachers' Association." Such appointee by virtue of his training will be asked to make recommendations about professional matters. If he is to present adequately the views of the general teaching body on these matters, rather than his own individual beliefs, he must be in close touch with the ideas of his professional association. In other words, the views he expresses should have the endorsement of the teaching body at large.

The right to elect or appoint such members has not been fully recognized in the past by the Department of Education. Professional organizations, practically without exception, reserve the right to appoint their representatives, and the Alberta Teachers' Association should stand firm on this principle.

It is my earnest hope that comments and suggestions submitted in this column may have stimulated ethical thinking and promoted closer harmony among our teachers, with the ultimate effect of improving the professional service teachers perform in their classrooms.

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### Student Retention in Canadian High Schools

*(Continued from Page 11)*

of retardation now inevitably associated with our mass education methods.

The Canadian School Trustees' Association's research committee is studying school finance. It is apparent that school costs vary with the number of children being educated. Is Canada to provide secondary education for only 44.5 percent of her young people or should she take steps to increase the high school population?

1. *Data from Canada Year Books, Immigration into Canada 1949-52, and Dominion Bureau of Statistics Information Sheet, January, 1953.*
2. *"Statistics of State School Systems, 1949-50," United States Government Printing Office, Washington, D.C.*



# Annual General Meeting, 1954

## Calgary Welcomes Teachers

"Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."—Lord Broughman.

Today in our province education is almost a magical word. The mere mention of it is enough to touch off interesting debates on the part of government, municipal, trustee, and teacher levels.

Radiating out from this interest, however, is a healthy signal. It is bringing into the spotlight of public attention an overall subject that requires the concentrated attention of everyone.

As the Alberta Teachers' Association meets in the City of Calgary, I trust that we will all benefit from their discussions. It will not be sufficient for your association to bring forward answers on the teachers' problems alone. We must enjoy the thinking of capable men and women like yourselves as you apply your thoughts to the overall subject of education.

It will not be enough to say that your problems alone are the objects of the Alberta Teachers' Association. It is just as important that we collectively find the answer to all of the educational problems. I trust that all your deliberations and thinking will be on a level that will indicate you are thinking your problems through from the view of the overall effect on the master plan.

Unitedly I believe we are bringing education right to the forefront of public attention. Let us now live up to the challenge of Lord Broughman and show to all concerned that we are prepared to apply our best thinking as an educated people to our basic problem, which is, in effect, education itself.

May your convention be a successful one, and your memories of the '54 conference pleasant for all concerned.

DONALD H. MACKAY,  
Mayor.

## Provincial Executive Elections

The following is a list of nominations of candidates for election to the Executive Council, for the term commencing Easter, 1954. In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Name	Nominated by
*President	Frank J. Edwards Edmonton	Calgary City, Edmonton Elementary, Edmonton Junior High, Edmonton High, Foothills, Lac Ste. Anne, Lethbridge City, Olds, Stony Plain, Taber, Turner Valley, Vegreville, and Wetaskiwin.



Vice-President **G. S. Lakie**  
Lethbridge

Edmonton Elementary, Edmonton Junior High, Edmonton High, Foot-hills, Holden, Lethbridge City, Lethbridge District, Medicine Hat City, Olds, Smoky Lake, Sullivan Lake, Taber, Turner Valley, and Wetaskiwin.

**Rudolph Dressler**  
Rocky Mountain House

Rocky Mountain House.

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District Representatives

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\*South-eastern  
(2 years)

**Dorothy Benjamin Hanna**

Medicine Hat City and Sullivan Lake.

South-western  
(1 year)

**John A. McDonald Coleman**

Crow's Nest Pass.

**Robert B. McIntosh Taber**

Lethbridge City, Lethbridge District and Taber.

\*Calgary District  
(1 year)

**Inez K. Castleton Calgary**

Calgary City.

Central Eastern  
(1 year)

**M. W. McDonnell Camrose**

Camrose, Holden, Killam, Vegreville, Vermilion, and Wainwright.

**J. D. McFetridge Castor**

Castor.

\*Central Western  
(2 years)

**D. A. Prescott Red Deer**

Lacombe, Red Deer, Rocky Mountain House, and Stettler.

\*Edmonton District  
(2 years)

**H. J. M. Ross Edmonton**

Edmonton Elementary, Edmonton Junior High, Lac Ste. Anne, Stony Plain, and Westlock.

\*North-eastern  
(1 year)

**Michael Skuba Smoky Lake**

Bonnyville, Smoky Lake, and Two Hills.

North-western  
(2 years)

**Ethel M. Fildes Spirit River**

Spirit River.

**W. D. McGrath Peace River**

Fairview, High Prairie, and Peace River.

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\* Elected by Acclamation



## ***Nomination for President***



**FRANK J. EDWARDS**

Frank J. Edwards is vice-principal of Westmount School, Edmonton. He has taught in Alberta since 1935, with the exception of four years with the Royal Canadian Air Force and one year of graduate study.

Mr. Edwards was district representative for Southeastern Alberta in 1938-39, and was district representative for the Edmonton geographic district for three years. During the past year he has been vice-president of the Alberta Teachers' Association.

## ***Nominations for Vice-President***

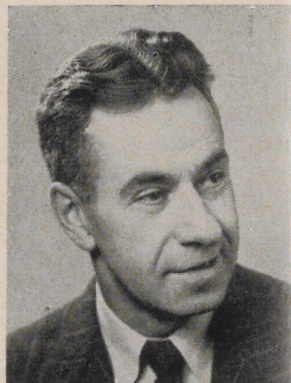


**RUDOLPH DRESSLER**

I wish to thank those who honored me by sponsoring my nomination for vice-president of the Alberta Teachers' Association. I hope to merit your support which I solicit as a member of our profession.

I have had extensive experience in teaching in rural and graded schools as teacher, as vice-principal, and as principal in Alberta and Saskatchewan.

I have served in various executive capacities, as negotiator, councillor, vice-



**G. S. LAKIE**

G. S. Lakie has been teaching in Lethbridge for his twenty years' service, fifteen of them as principal of Fleetwood School. Mr. Lakie took his teacher training at Calgary Normal School and he has taken summer school work at the

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president and president of sublocals and locals in both provinces.

My objective, whether elected or not, is professional progress for teachers.



University of Alberta and the University of Washington.

Executive ability in varied community activities is reflected in the offices Mr. Lakie has held. He is a past president of the Alberta Tuberculosis Association; Lethbridge YMCA Board, Lethbridge Kiwanis Club, Lethbridge Fastball Association. Mr. Lakie is now serving his third term as alderman on the Leth-

bridge City Council. In the Lethbridge City Local Mr. Lakie has actively represented the organization as president for three years, at five Annual General Meetings, at the Banff Workshop on pensions, as chairman of the salary negotiating committee for seven years. Mr. Lakie is also a past president of the Southwestern Alberta Teachers' Association.

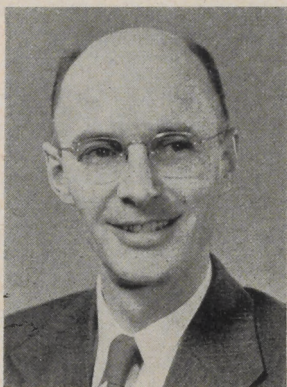
## ***Nominations for District Representatives***

### **Central Eastern**



**J. D. McFETRIDGE**

Mr. McFetridge was born in Consort, where he received his public and high school education. He attended the Edmonton Normal School in 1940-41, and the University of Alberta from 1945 to 1947, graduating with a B.Ed. degree. He obtained his M.A. degree in 1950, his thesis being "The Alberta Divisional School Trustee." Mr. McFetridge was for two years principal at Grimshaw, and also served two years as vice-principal at Castor before his appointment as principal. His ATA experience includes terms on the local and sublocal executive at Grimshaw, and councillor to the Annual General Meeting; a councillor at Castor for three terms; a member for three terms of the salary negotiating committee; president of the Castor Local; a delegate to the Banff



**M. W. McDONNELL**

Mr. McDonnell has taught in Camrose High School for the past ten years. His previous experience includes the principalships of Dewberry and Tofield. He holds the B.Sc. degree from the University of Alberta, and is now working towards his M.Ed. He has been an ardent ATA worker during his entire teaching career, and has had experience in salary negotiations, and considerable executive experience, serving as president and councillor of the Holden Local, councillor of the Camrose Local, convention president at Holden and Camrose, and president of the Health and Recreation Summer Schools, Calgary.

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Workshop in 1953; and president of Central East Zone Council for 1953-54.



## Central Western



**D. A. PRESCOTT**

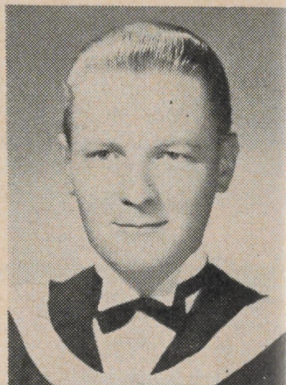
To have been a member of the Executive Council for the past two years has been an honour indeed.

During that time I have enjoyed the privilege of being the District Representative for Central Western Alberta, and have found pleasure in meeting the teachers in their various groups and at local and sublocal meetings. During my term of office, I have attended no less than sixty-five teachers' meetings throughout the territory I represent. Besides this, I have been present at all the Executive Council meetings, as well as the Banff Workshops.

Keenly interested in ATA work, I have spared no effort for the advancement of our profession, and am convinced that only through united action of the members of the Association will it be possible for teachers to improve their living and working conditions.

May I, in all sincerity, say to you fellow teachers that I greatly appreciate the confidence you have placed in me and assure you that, if you desire to support me again, I shall do everything in my power to represent you and your wishes, as I come to know them, at all Executive meetings.

## Northeastern



**MICHAEL SKUBA**

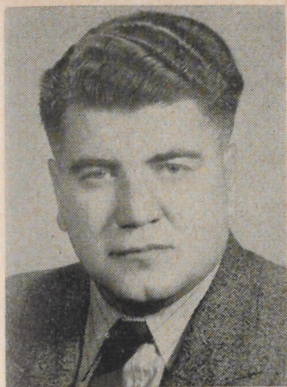
Michael Skuba graduated from the University of Alberta in 1945 and is currently completing his M.Ed. thesis. He taught at Derwent for one year and is at present principal of the fourteen-room H. A. Kostash school in Smoky Lake. Always a leader in Association matters, he has held positions of president and vice-president of sublocals and locals, councillor to the Annual General Meeting, president of the First Edmonton District Fall Conventions, and vice-president of the Northeastern Alberta District Council. He has been sent by the Smoky Lake Local to the Banff Workshop on two occasions.

His leadership also extends into community work. He has served as president of the Welfare Association, secretary of the Curling Club, vice-president of the Lions Club, and for the past seven years, as secretary, and he has given invaluable assistance towards the growth of the Smoky Lake Public Library.

A successful teacher and administrator, Michael Skuba is keenly aware of, and deeply interested in Association affairs. He has been district representative for Northeastern Alberta during the 1953-54 term.



## Edmonton District



**H. J. M. ROSS**

Constructive policy for the Alberta Teachers' Association is my theme. My Association activities include over twenty years of service on local executives; field work in collective bargaining; consultant at Banff Workshop; member of the General Curriculum and Elementary Curriculum Committees; and chairman of educational committees.

Four aspects of Association work merit serious consideration.

One of the most important parts of our ATA is the local, and our professional future depends largely on improving the competence and initiative of local associations.

The ability of locals to carry on collective bargaining has improved. Experience at bargaining agent, conciliation, and arbitration levels indicates that we must continue to develop and refine present techniques.

There is no easy solution to the problem of professional development, but our experiences in curriculum making and research projects suggest that more teacher activity in these fields will lead to professional development.

Public relations implies working towards certain clearly defined goals with the optimum of good will; it does not mean abandonment of ideals in exchange for tolerance.

## Calgary District



**INEZ CASTLETON**

Inez K. Castleton, B.Ed., perhaps still better known to some as Inez K. Eyres, is now teaching at the Calgary University Demonstration School, having been a member of the Calgary City staff for the past fifteen years, and prior to this having taught in rural schools at Hussar, Rockyford, and Dalemead.

Mrs. Castleton has been most active in local ATA affairs, serving as secretary of the Calgary Rural Division, followed by thirteen years of service with the Council of the Calgary City Local, in which time she was elected president for both 1950-51 and 1951-52 terms, and currently holds the office of past president.

During this thirteen-year period with the Calgary City Local, she has been an active member of the School Improvement, Newsletter and Magazine, Social, and Resolutions Committees, and has been chairman of the Convention and the Salary Negotiating Committees. Since first elected to Council, she has been a Calgary representative to the Annual General Meeting, and in 1952 was chosen to be one of the Calgary delegates to the Banff Workshop.



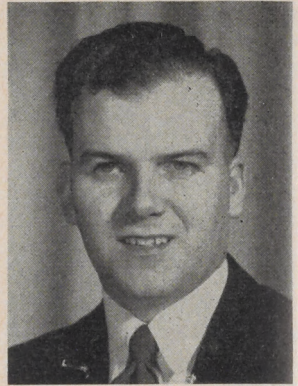
**JOHN A. McDONALD**

John A. McDonald of Coleman is a candidate for the office of district representative for Southwestern Alberta. Mr. McDonald served for four years with the Royal Canadian Air Force and after the war he was for two years the commanding officer of the local unit of the RCEME (Reserve Army).

His leadership in community affairs includes the following: past president of the Coleman Lions Club, past chairman of the Cancer Campaign Committee, and at present chairman of the Canadian Legion Polio Drive, executive member of the Canadian Legion, and Controller of Civil Defence.

During the past twenty years, Mr. McDonald has had extensive and varied teaching experience in both rural and urban districts. He is at present vice-principal of Coleman Schools. He has proven his vital interest in ATA matters by having held every executive office in both the Coleman Sublocal and in the Crow's Nest Pass Local, including past president of the Coleman Sublocal, past president of the Crow's Nest Pass Local, and chairman of the salary committee. As a teacher, Mr. McDonald has always been concerned with raising the prestige of the teaching profession and improving the security of the individual teacher. He holds a B.Sc. degree and has only to write his thesis to complete the requirements for his M.A. degree in Economics.

The above record shows the confidence his fellow teachers and the whole community have in Mr. McDonald's administrative abilities. We are certain that he would give the same faithful service to the Provincial Executive of the Alberta Teachers' Association.



**R. B. McINTOSH**

Bob is a career teacher and is therefore keenly interested in the promotion of the Alberta Teachers' Association. In his ten years of teaching he has been an active worker in all locals and sublocals of which he was a member. Bob has held various executive posts on the local level and is at present vice-president of the Taber Local. For two successive years he has been chairman of the salary negotiating committee, and largely due to his tactful leadership the Taber School Division has one of the better salary schedules prevailing in Alberta.

Bob received his high school education at Viking. Following his graduation he attended Normal School at Edmonton, later receiving his B.Ed. at the University of Alberta. In recent years Bob has been doing post-graduate work in education at Oregon State University.

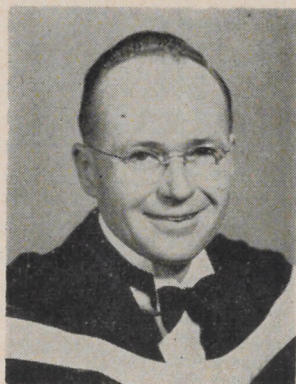


## Northwestern



**ETHEL M. FILDES**

Miss Fildes is a member of the Spirit River school, serving as commercial teacher for both Spirit River and Rycroft high schools. She has had extensive and varied experience in connection with education affairs and for several years has been a most efficient member of the Alberta Teachers' Association. On two occasions she was the delegate for the Spirit River Local to the Banff Workshop. She has also attended the Annual General Meeting as councillor. At pres-



**W. D. McGRATH**

I wish to take this opportunity to thank the teachers of the Northwestern district for their cooperation and confidence during the past two years. If I am permitted to continue as your representative on the Executive Council, I will seek every opportunity to advance our status, professionally and economically.

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ent Miss Fildes is in her second term as president of the Spirit River Local.

## Southeastern



**DOROTHY BENJAMIN**

Dorothy Benjamin taught in the Berry Creek School Division from 1937 to 1944, when she received her present appointment on the staff of Hanna S.D. No. 2912 as Grade IX teacher.

Mrs. Benjamin has always taken an active interest in ATA affairs, and was secretary-treasurer of the Sullivan Lake local from 1946 to 1953. She has been secretary-treasurer of the joint convention of Acadia, Berry Creek, and Sullivan Lake locals since 1947.

She was the Sullivan Lake representative at the Banff Workshop in 1949 and again in 1951. She has been a councillor at the Annual General Meeting for five years, and on four different occasions has acted as a member of the salary negotiating committee for the Hanna School staff.



# ***Resolutions, Annual General Meeting, 1954***

This material is confidential and the information contained therein is for the use of the members of the Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

**NOTE:** Some locals may find that their resolutions have not been printed exactly as forwarded to the office under statutory declaration. The councilors of the locals concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

**Resolutions have been amended because:**

1. They concern matters either in effect or being considered.
2. They are similar in content to other resolutions, one of which has been printed. In these cases the Executive has selected the most comprehensive resolutions.
3. "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."  
By-law No. 23.

*There are three groups of resolutions to be presented to the Annual General Meeting:*

*(a) resolutions regarded as policy resolutions of the Alberta Teachers' Association which will be presented in a separate resolutions booklet,*

*(b) current resolutions presented for consideration by one or more local associations,*

*(c) resolutions presented for consideration by the Executive Council of the Alberta Teachers' Association.*

## **Resolutions Presented for Consideration by One or More Local Associations:**

*you*  
C 1/54 **BE IT RESOLVED**, that the Provincial Executive investigate its powers, under present legislation, to admit members into the Association.

*you*  
C 2/54 Whereas; Saturday is the more suitable day for teachers to transact business,

**BE IT RESOLVED**, that the Provincial Executive be asked to rearrange the hours of the staff working at Barnett House so

that the offices are open on Saturday mornings and afternoons.

C 3/54 Whereas; we have a code of ethics but inadequate means of enforcing it,

*you*  
**BE IT RESOLVED**, that the Provincial Executive take steps toward achieving this end by empowering the local Executive of each Division to receive and review complaints about breaches of this code and give a preliminary



ary hearing in the presence of an appointed member of the Provincial Executive.

C 4/54 Whereas; the office of president of the Alberta Teachers' Association demands a great deal of time away from the teaching position and thus the president is often unable to carry out official duties when he should, and Whereas; due to the substitute teacher shortage in rural areas, the office of president may tend to become available only to teachers of the larger urban centres which would be an unhealthy condition for our Association,

**BE IT RESOLVED**, that the Alberta Teachers' Association endeavour to make the following arrangement possible:

that the president-elect continue to be regularly employed by a school board, but his salary be paid by the Alberta Teachers' Association, with the school board supplying and paying a substitute teacher for his regular position;

that the president devote all the time necessary to fulfil the duties of his office;

that, when not employed in the duties of president, he carry on duties as a teacher in the school where he is employed.

C 5/54 Whereas; a better understanding by the provincial membership of the problems confronting, and the decisions of the Executive Council of the Alberta Teachers' Association would foster better professional relations and would aid in preventing misunderstandings regarding the actions of the Executive Council, and Whereas; the councillors delegated to attend the Annual General Meeting are called upon to vote on matters of provincial policy, and a knowledge of the proceedings of the Executive

Council would assist these councillors in understanding more adequately some of the basic problems involved.

**BE IT RESOLVED**, that copies of the summaries of the minutes of meetings of the Executive Council, presently distributed only to members of the Executive Council, be sent to the councillors through the secretaries of the locals, and that one copy be retained by the secretary of the local for reference purposes.

C 6/54 Whereas; the southern part of the province represents a goodly majority of the teacher body, and

Whereas; the two teacher representatives on the Teachers' Retirement Fund Board come from the central and northern portions of the province,

*yes*  
**BE IT RESOLVED**, that the Alberta Teachers' Association be asked to make the necessary arrangements to include a teacher from the southern part of the province on the Teachers' Retirement Fund Board.

C 7/54 **BE IT RESOLVED**, that there be greater teacher participation in curriculum planning, with all representatives appointed by the Alberta Teachers' Association.

C 8/54 Whereas; efficiency and greater confidence in one's teaching would result from more contact with actual school situations,

*yes*  
**BE IT RESOLVED**, that the Alberta Teachers' Association encourage student teachers to participate in practice teaching under the supervision of a qualified teacher for an interval of time following the completion of university classes to the end of June, and further

**BE IT RESOLVED**, that the school boards be encouraged to employ these student teachers.

C 9/54 Whereas; lowering of standards for teacher training will actually



decrease the number of teachers available for classrooms, as decreased prestige will affect both recruitment and retention, and Whereas; such lowering of standards may lessen more effective efforts toward the solution of the problem of teacher shortage, and

Whereas; the quality of education received by Alberta children would most certainly be lowered, and

Whereas; we wish to advocate higher standards for teacher training for the benefit of the children of this province,

**BE IT RESOLVED**, that we go on record as opposing any legislation or action on the part of the Minister of Education which would in any way lower entrance requirements to the Faculty of Education or shorten training time requirements for interim or permanent certification for teachers.

*done*  
*See I*  
C10/54 **BE IT RESOLVED**, that no one be admitted to the Alberta Teachers' Association who has not completed one year's successful training subsequent to the completion of Grade XII.

C11/54 Whereas; there is great danger of teacher training and entrance standards being lowered, and

*yes*  
Whereas; such a move would be disastrous to our educational standards as well as to our professional organization, and

Whereas; at the present time we have no control over certification of teachers or membership in our Association, and

Whereas; without this control our organization can never be a true professional organization,

**BE IT RESOLVED**, that the Executive Council investigate ways and means of obtaining some control of entrance and training standards as well as complete control of admittance of mem-

bers into our association, and further

**BE IT RESOLVED**, that the Executive Council report back to the next Annual General Meeting with a view to taking action to make our professional act comparable to that of other professions.

?  
C12/54 **BE IT RESOLVED**, that, in the selection of speakers for conventions, more Canadians and more speakers who have the traditional point of view be included.

C13/54 Whereas; the present method of numbering ballots could lead to the discovery of the vote of an individual or to the general vote of a local, and

?  
Whereas; this is contrary to By-law No. 43 of the Alberta Teachers' Association,

**BE IT RESOLVED**, that the general secretary have the ballots altered so that no number is left on the ballot when the vote is counted.

*again*  
C14/54 **BE IT RESOLVED**, that reports on the disposition of all resolutions adopted by an Annual General Meeting or referred to the Executive Council and committees of the Association be printed in an issue of *The ATA Magazine* prior to February of each year.

*ms harn*  
C15/54 Whereas; a number of claims have remained unsettled for two months or more,

**BE IT RESOLVED**, that we urge the Provincial Executive to expedite the processing and settlement of claims made to the Occidental Life Insurance Company through Alberta Teachers' Association group insurance.

*yes*  
C16/54 Whereas; in the past too little attention has been given to the living conditions of teachers,

**BE IT RESOLVED**, that school boards be requested to provide teacherages sufficient to teacher requirements at a reasonable



rent and not in accordance with what the traffic will bear.

C17/54 **BE IT RESOLVED**, that teachers living in their homes and teaching in their home districts be paid the isolation bonus which such school would normally receive if the teacher were a non-resident.

C18/54 Whereas; isolation bonuses are in many instances inadequate,  
**BE IT RESOLVED**, that isolation bonuses be substantially increased.

C19/54 Whereas; French has been one of the official languages in Canada ever since Confederation,  
**BE IT RESOLVED**, that the term "foreign language" be not applied to French, either in the syllabus of the University of Alberta or in the official program of studies for high school.

C20/54 Whereas; corporations, like individuals, and citizens take the

same benefits from their communities, and

Whereas; corporations look to colleges and universities more and more for their trained personnel, and

Whereas; these same personnel are trained at public expense in many instances, and

Whereas; businesses and corporations have been direct beneficiaries in the advantages of greater earning power accruing from greater effectiveness of Canadian education, and

Whereas; they would be the first to suffer if higher education in Canada were to fall off or deteriorate due to lack of funds to meet increasing costs and enrolments in privately and publicly supported colleges and universities,

**BE IT RESOLVED**, that this Association approach the executive

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of the Canadian Manufacturers Association and the Canadian Chamber of Commerce to appoint a committee to explore the possibility of establishing a fund or council for financial aid to higher education in Canada.

C21/54 Whereas; there is every indication that for many years to come oil and gas will be a major source of revenue for the Province of Alberta, and Whereas; in many States of the Union many universities have been able to meet increasing costs in instruction and maintenance by grants under the *Land Act Law* and from royalties and leases derived from natural resources,

**BE IT RESOLVED**, that the Government of the Province of Alberta be requested to establish a Royal Commission to investigate the feasibility of establishing a higher education fund, deriving its revenue from a percentage of that provincial income derived from the sale of oil and gas rights and from royalties from the sale in the Province of Alberta of oil and gas on Crown land.

C22/54 Whereas; in many of the new schools which are being built the architect's plans have not met the needs of the community for which they are designed, necessitating alterations subsequent to the completion of the building at increased expense to the ratepayer,

**BE IT RESOLVED**, that before plans for any school building are accepted such plans shall be submitted to the local staff and to other responsible local groups for their consideration and approval.

C23/54 Whereas; it is frequently noted that the lines for "Names of Pupils" in the school register do not always correspond with the



lines on the following pages, and Whereas; it is awkward to mark the right hand page because of its distance from the names, and Whereas; the marks "A" for absent and "L" for tardiness are confusing,

**BE IT RESOLVED**, that a simpler register, less susceptible to error, be adopted.

C24/54 Whereas; nothing has been done to promote the establishing of a Teachers' Credit Union, and Whereas; regional meetings have expressed much interest in said enterprise,

**BE IT RESOLVED**, that the Alberta Teachers' Association start committees to promote the required machinery in order to have an independent financial organization for teachers.

C25/54 Whereas; it is frequently hard to have book orders to the School Book Branch in Edmonton filled promptly,

**BE IT RESOLVED**, that the School Book Branch consider the possibility of establishing a branch of the organization in some large northern centre.

C26/54 Whereas; those Alberta Teachers' Association groups sponsoring drama and music festivals and activities have difficulty financing such projects, and

Whereas; the government grant to the Department of Extension has been cut, so that this financial assistance is no longer available to local groups,

**BE IT RESOLVED**, that the Department have its grant restored so that the assistance given to these small cultural activities in adjudication and advice may be restored to its former state.

C27/54 **BE IT RESOLVED**, that the Alberta Teachers' Association seek an amendment to *The School Act* requiring that teachers who continue to teach after reaching retirement age shall not occupy,

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or continue to occupy, administrative positions.

C28/54 Whereas; travel is considered as a very useful and desirable experience in education, and Whereas; the average teacher finds it difficult to travel extensively on account of financial difficulties, and

Whereas; the privilege of travelling on the one-half fare has been extended to the clergy,

**BE IT RESOLVED**, that the Alberta Teachers' Association and the Canadian Teachers' Federation interview the Minister of Transport about the possibility of granting to all Canadian fully qualified teachers who have been actively engaged in their profession for a minimum period of ten consecutive years, the privilege of travelling on the one-half fare so long as they are bona fide active members of the profession of teaching.

C29/54 Whereas; a large sum of money is allotted to enlarge the Alberta Teachers' Association library, and

Whereas; many of these books are not readily available to teachers due to lack of a currently prepared list of volumes acquired,

**BE IT RESOLVED**, that the Alberta Teachers' Association issue a revised catalogue periodically.

C30/54 Whereas; the taking of sabbatical leave for the purposes of study, travel, or recuperation of health definitely furthers the professional development of any teacher and therefore ought to be encouraged, and

Whereas; the present regulations which do not permit a year of sabbatical leave being counted as pensionable service serve to deter teachers from taking sabbatical leave,

**BE IT RESOLVED**, that the By

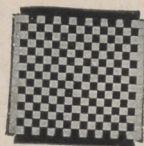
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laws be amended so that sabbatical leave may be counted as pensionable service under section 5, subsection (2).

C31/54 **BE IT RESOLVED**, that a complete report be made on the matter of making deductions for pensions from the salaries of substitute teachers, and the manner of crediting these payments to the accounts of said substitutes, and the benefits which are available to substitute teachers.

C32/54 **BE IT RESOLVED**, that an actuarial estimate be obtained of the effects on pensions paid to teachers of equal payments being made to the pension of each teacher from the government contribution to the Teachers' Retirement Fund.

C33/54 Whereas; we feel that the Teachers' Retirement Fund is established primarily for the welfare of the members of the teaching profession, and

Whereas; there have been several cases that merit further consideration and adjustment which have been brought to the attention of this local because conditions requested by the Board of Administrators have been met by claimant and no reinstatement was made,

**BE IT RESOLVED**, that this Annual General Meeting take steps to see that these and all such claims be fairly and justly settled, and further

**BE IT RESOLVED**, that a standing committee be set up to deal with any such special cases as may come up.

C34/54 Whereas; the members of the Teachers' Retirement Fund Board have not the time to discuss individual cases in detail with those concerned, and Whereas; there is among teachers a desire for much more precise information than seems at present available to them,

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**BE IT RESOLVED**, that this Annual General Meeting request the Provincial Executive to set up a new committee, or to empower the present committee on pensions, to hear special cases, and to receive from the office of the Teachers' Retirement Fund Board the necessary information, thus acting as a liaison committee between the teachers at large and the Teachers' Retirement Fund Board.

C35/54 **BE IT RESOLVED**, that written commitments in respect to pensionable years of service made to a teacher by the Teachers' Retirement Fund Board at any time, in the past or future, shall at all times be binding on that or subsequent boards.

C36/54 Whereas; bulk return of pension contributions is subject to income tax for that particular year, **BE IT RESOLVED**, that the By-laws be amended to provide that a teacher withdrawing from teaching service be permitted to stipulate the number and time of instalments in which that teacher's contribution to the fund will be returned.

C37/54 **BE IT RESOLVED**, that the following amendment be made to section 14(a) of By-law No. 1 of 1948 constituted under *The Teachers' Retirement Fund Act*—immediately at the end of section 14(a) insert: "provided however that where the above mentioned continuity of teaching service has been broken because of service in the armed forces during World War II or because of attendance at a university for the purpose of bettering the teacher's qualifications, the teacher shall be deemed to have had continuous teaching service."

C38/54 Whereas; whenever in any case a dispute or doubt arises thereon the Board shall have power in its sole discretion to determine

whether any person is a teacher, within the meaning of the Act or this By-law, the amount of his salary during any period of time, the extent of his pensionable service, the amount of any pension or other benefits payable under this By-law, whether a teacher has retired from teaching service, and the date of such retirement, and every such determination shall be final,

**BE IT RESOLVED**, that the words "subject to an appeal to the courts" be added to section 21 of By-law No. 1 of 1948 as amended.

C39/54 Whereas; the schools need qualified teacher-librarians who understand classroom procedures and curricula, and

Whereas; those so qualified are discouraged from continuing in this work without the security of a pension, and

Whereas; many persons holding valid teacher's certificates but not in such close contact with the students, such as those mentioned in section 2(c) (iv) of *The Teachers' Retirement Fund Act*, are included under the terms of the Act,

**BE IT RESOLVED**, that the Provincial Executive of the Alberta Teachers' Association take immediate action to include teacher-librarians in the clause defining "teacher" in *The Teachers' Retirement Fund Act*, in section 2(c), teacher-librarian to be understood to mean: "a certified teacher who is responsible on a full-time basis for the operation of a library which is within a school plant, which is accessible to students and teachers throughout the entire school day, and to which students are regularly scheduled; or a certified teacher who is employed by a school board or a school division and who performs on a full-time



basis the duties of a librarian for a group of schools, such duties to include book selection, reference work and regularly scheduled visits to schools to give guidance and encouragement to students and teachers in the use of all available library material."

C40/54 Whereas; both federal and provincial elections are from time to time held during summer vacation, and

Whereas; no advanced poll is held for teachers, and

Whereas; a sufficiently large number of teachers are concentrated at summer school to warrant the holding of a poll at the University of Alberta,

**BE IT RESOLVED**, that the Provincial Executive be requested to study the matter and to recommend to our government such measures as may be deemed most effective for the overcoming of such disenfranchisement of teachers.

C41/54 Whereas; of late there has been much criticism of education in Canada, and

Whereas; the major portion of the said criticism is directed at the administrative brackets, and Whereas; the classroom teachers are not by training or experience in a position to meet the aforementioned criticism or to act as apologists for any particular philosophy of education,

**BE IT RESOLVED**, that the Department of Education be asked to introduce a program of public relations and to participate in a wide publicity effort, using all media of communications, to en-

lighten the public as to the aims, functions, and methodology of Alberta schools.

C42/54 **BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council to plan and to launch immediately an active public relations program to make known to the public of the Province of Alberta the views of the teaching profession on various proposals which may arise from time to time.

C43/54 Whereas; the shortage of qualified teachers and of educational facilities could readily be solved if more funds were made available to municipalities for education,

**BE IT RESOLVED**, that the Alberta Teachers' Association consult with the Alberta School Trustees' Association to seek a joint appeal to the provincial government for payment by the government of a minimum of fifty percent of the average cost of education in Alberta.

C44/54 Whereas; the carrying out of various school activities, both in the classroom and in extra-curricular activities which have been approved by the board, is a part of the work of every teacher, and

Whereas; in case an accident involving students engaged in these activities may result in the teacher being sued for damage claims,

**BE IT RESOLVED**, that the Alberta Teachers' Association take a blanket insurance policy to cover all teachers in the province to protect them in such cases when an accident occurs in the

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course of a school activity, and further

**BE IT RESOLVED**, that the necessary premiums for the said policy come from the General Fund of the Alberta Teachers' Association, if possible, or, if this money is not available for this purpose, that steps be taken to levy each teacher for the necessary premium to cover this cost.

#### **Resolutions Presented for Consideration by the Executive Council of the Alberta Teachers' Association**

C45/54 **BE IT RESOLVED**, that the Alberta Teachers' Association continue its efforts to secure improved pensions paid from a fund which is actuarially sound, based on final earnings, and into which the teachers and the government, including school boards, make equal contributions.

C46/54 **BE IT RESOLVED**, that the Alberta Teachers' Association and the locals of the Association co-operate with all other bodies interested in educational research.

C47/54 **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to increase grants made available to school boards in setting up centres for the education of children who are handicapped through eyesight, hearing, low intelligence, or other physical defects.

C48/54 **BE IT RESOLVED**, that the Executive Council and locals of the Alberta Teachers' Association co-operate with other interested bodies in preparation for, and

the conduct of "Education Week."

C49/54 **BE IT RESOLVED**, that the Alberta Teachers' Association request the University of Alberta to include undergraduate courses in its extra-mural program.

C50/54 **BE IT RESOLVED**, that the Alberta Teachers' Association favours the granting of special certification only after general teaching certification has been obtained by the teacher.

C51/54 **BE IT RESOLVED**, that the Alberta Teachers' Association in negotiating salary schedules endeavour to ensure that all agreements accepted be based on and include the following principles:

- (1) Professional pay based on:
  - (a) a minimum professional salary for teachers with no experience and one year's training,
  - (b) allowance for training based on partial and completed years of training,
  - (c) allowance of increments for years of teaching, war, or

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(2) Cumulative sick pay up to a maximum of 200 days.

(3) Provision of one year's approved sabbatical leave at the conclusion of seven years' continuous service.

(4) Provision that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into effect of a new schedule.

(5) Provision for a committee of interpretation at the local level, such committee to be representative of the board, the superintendent, and the teachers.

(6) Provision for time off from actual teaching for principals, vice-principals, and teachers, for administration, supervision, and for preparation of material for classroom work.

(7) Provision of stenographic and clerical assistance to principals, vice-principals, and teachers.

(8) Provision for clinical assistance.

(9) Provision for time off with full pay for actual curriculum making or writing of new curricula.

(10) Provision for teacher representation at all board meetings.

(11) Provision for travelling allowances re shop teachers, supervisors, etc.

(12) Provision for teacherage rental contracts.

(13) Provision for time off, with full pay, to attend workshops as a form of inservice training.

(14) Provision for maximum classroom load.

(15) Provision for adequate classroom equipment.

(16) Provision that transportation and other attendant expenses of moving be borne by divisional boards in all cases of transfer of teachers.

(17) Provision for payment of teachers for absence due to: impassable roads, too severe weather, suspension of public transportation facilities and/or other reasons beyond the teachers' control.

(18) Provision for negotiation of dates for Christmas vacation period.

C52/54 **BE IT RESOLVED**, that "provision for special instruction of handicapped children" be added as a clause in the Alberta Teachers' Association educational platform.

C53/54 **BE IT RESOLVED**, that the Department of Education be asked to establish a committee, composed of members appointed by the Faculty of Education, the De-



partment of Education, and the Alberta Teachers' Association, which would be responsible for granting permanent certification to teachers.

C54/54 Whereas; the Faculty of Education has undertaken to conduct educational research in Alberta, **BE IT RESOLVED**, that the Alberta Teachers' Association cooperate with the Faculty of Education, the Department of Education, the Alberta School Trustees' Association and The Alberta Federation of Home and School Associations Incorporated, and other interested bodies in conducting educational research in Alberta, and further

**BE IT RESOLVED**, that the Alberta Teachers' Association give financial assistance to the organization as set up by these bodies to aid educational research.

C55/54 **BE IT RESOLVED**, that the following should be points in the Alberta Teachers' Association policy with respect to the general field of curriculum:

(1) Alberta Teachers' Association representatives on the General, the High School, the Junior High School, and the Elementary Curriculum Committees should be appointed by the Association.

(2) There should be at least four representatives of the Alberta Teachers' Association on the General Curriculum Committee.

(3) There should be at least six representatives of the Alberta Teachers' Association on each of the other three Curriculum Committees.

(4) The Alberta Teachers' Association approves the terms of reference of the General Curriculum Committee as:

(a) to consider reports from the Minister and from other

Curriculum Committees;

(b) to review proposed curriculum changes and estimate public reaction toward them;

(c) to initiate proposals with respect to needed curriculum changes and convey these to the Minister who would then, at his discretion, direct the other Curriculum Committees accordingly.

(5) The High School, the Junior High School, and the Elementary Curriculum Committees should prepare detailed objectives for their respective curricula, subject to the approval of the General Curriculum Committee.

(6) The teachers should be informed of curriculum flexibility presently in effect:

(a) by the use of all existing media of communication including *The ATA Magazine* and newsletters;

(b) by suggesting to the Curriculum Branch that it undertake to do so;

(c) by the publication of reports of local Alberta Teachers' Association Education Committees.

(7) *The ATA Magazine* should be used to acquaint the teachers with curriculum development;

(a) by the publication of articles on proposed curriculum development and changes;

(b) by the publication of book reviews;

(c) by suggesting that the Department of Education use the Official Bulletin to acquaint teachers of proposed developments and changes well in advance of effective dates.

(8) Alberta Teachers' Association Locals should be encouraged to participate in curriculum study:

(a) by setting up Local Education Committees on,



- (i) testing and diagnostic procedure,
- (ii) classroom techniques and methodology,
- (iii) preparation of resource and other written material;
- (b) by using experimental workshop techniques and using topics arising out of Education Committee work for discussion at conventions which are planned well in advance.

C56/54 **BE IT RESOLVED**, that the Executive Council be asked to commend the Faculty of Education for having offered a course in Curriculum Development during the 1953 Summer Session, and further

**BE IT RESOLVED**, that the Faculty of Education be asked to continue such a course in the B.Ed. program.

C57/54 **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education through the Board of Teacher Education and Certification that it endeavour to establish reciprocal recognition of teacher certificates between provinces where equivalent minimum requirements apply, and to work toward a uniform designation of certificates between provinces.

C58/54 **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers Association request the Department of Education to amend section 359 (4) of *The School Act* by the addition of a clause (g) "upon which a teacher, by reason of weather conditions rendering roads leading to his school impassable to his normal transportation facilities or by reason of the failure of public transportation systems, is absent from school."

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## Resolutions Referred to the ATA Education Coordinating Committee

*By regulation of the Annual General Meeting all resolutions dealing with curriculum, examinations, etc., are referred to the ATA Education Coordinating Committee for investigation and report. The following resolutions come under this category.*

C59/54 **BE IT RESOLVED**, that this Annual General Meeting deplore the watering down of high school courses, and respectfully but emphatically urge the Department of Education to restore more factual information into the high school courses and thus provide more of a challenge to the better students who are now suffering discouragement.

C60/54 Whereas; our present high school curriculum seems to have been planned largely to meet the needs of those students with less academic ability and not to meet the needs or wishes of our more capable students,

**BE IT RESOLVED**, that we petition the High School Curriculum Committee to authorize courses of a more highly factual nature in such subjects as Canadian history, British history, European history, trigonometry and analytical geometry, and further

**BE IT RESOLVED**, that these courses be classified as electives and require a high standing in prerequisite courses.

C61/54 Whereas; the present method of rating passes and failures on

Grade XII final papers tends to create a feeling of frustration in the minds of both pupils and teachers because these percentages are so fixed and rigid,

**BE IT RESOLVED**, that the Department of Education be asked to make the ratio of passes and failures less fixed, and open to yearly fluctuation depending on the quality of the papers as judged by the markers of examination papers.

C62/54 Whereas; the new course in English for Grade IX is based on English composition and functional grammar,

**BE IT RESOLVED**, that the Department of Education revise the annual examination in this subject so that it adheres to the text in use in that grade.

C63/54 Whereas; the present Science 10 and 20 courses are entirely too elementary for high school levels, and

Whereas; the Chemistry I and II courses (recently eliminated or reduced in scope) were sufficiently detailed to give a student some insight into, and appreciation of specialized science,

**BE IT RESOLVED**, that Chemis-

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try I and II be put back into the high schools for matriculation purposes as well as for general diploma requirements.

C64/54 Whereas; the study of trigonometry, analytical geometry, and elementary calculus are all necessary to grasp the significance of modern technology in its broader aspects, and Whereas; those students who do not go on to university are denied the opportunity under the present Mathematics 10, 20 and 30 of studying anything more than manipulation of simple number facts,

**BE IT RESOLVED**, that: (a) trigonometry and analytical geometry be placed back on the course as a matriculation requirement, (b) algebra 2 with elementary calculus be resumed, and (c) a good solid course in general arithmetic, Grade XI, be offered as a matriculation prerequisite.

C65/54 Whereas; we believe the text in French 20 is far too sketchy to challenge the average high school student, and

Whereas; two years of a foreign

language does not satisfy matriculation requirements nor satisfy any sense of achievement for those who do not matriculate, and

Whereas; the study of foreign languages should be practical as well as humanitarian,

**BE IT RESOLVED**, that we ask the General Curriculum Committee to take immediate steps to reinstate the three year program of foreign languages in the high school.

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## Language Learning and Teaching

*(Continued from Page 7)*

make himself an expert in diagnosis and prescription, in judicious praise and appraisal.

Experienced teachers agree that the most effective way of fulfilling these responsibilities is to address the student directly—in personal discussion, if possible, otherwise on paper. Space permits only one example. The following paragraph was written by a Grade VII student.

*Why my hobby is important.*

*My hobby is raising livestock for show. My hobby is important in many ways. My hobby is important to me, because if I raise, and breed better livestock, I will get better prices for, my cattle. The better cattle I raise, and improve, will increase the popularity of this certain breed of cattle. If my calf takes a first prize at a show, I may win a trip to Toronto or Edmonton. If my calf comes from a good line of pure-bred stock he may take a good prize at Toronto. If I can learn a lot about cattle, and how to improve them, I will be a better farmer when I grow up.*

How can this student be helped? By inking in the capital letters in the title and crossing out the period, but meticulously striking out each unnecessary or undesirable comma, etc.? A little perhaps. But as a well-known English teacher once said, the object of criticism is not so much to emend a particular piece of writing as to amend the composer—to develop his powers of self-criticism, to enable him to generalize so as to do better next time.

In terms of these objectives, what should be said to the student? Perhaps something like this:

*Your paragraph, Jim, is clear and well organized. I like the way you line up your reasons for considering your hobby important. One thing that troubles me, however, is the number of commas you use in two of your sentences: they hold me back when I want to keep going. Read your paragraph again to decide which*

*sentences these are, and which commas you do not need or should not have. Remember that commas usually mark the small pauses that we make when speaking. (Consult your text, page ....., if you need further suggestions.) The other thing that I think you could improve is the repeated "My hobby" at the beginning of each of the first three sentences. What are pronouns for? Would they not be useful here?*

*Check the spelling of the underlined word, and add it to your list.*

There are, of course, other things that need attention—the conventions of titling and paragraphing, and perhaps more variety in sentence structure. These should certainly be discussed at some time or other. But the main points have been made, and in such a way as to challenge the writer's thinking instead of simply facing him with a battery of mechanical tasks.

It would, of course, be unrealistic to expect that the teacher of a large class is going to read and comment in detail on everything written by every student. Teachers are only human. Much time and energy can be saved by incidental guidance as the teacher circulates about the room during work periods.

### Teaching about language

What, now, of the more formal teaching jobs—those related, for example, to the social uses and effects of language, to grammatical terminology and principles, to the systematic analysis and development of special skills such as paragraphing, sentence structure, punctuation, etc.? What, too, of the formal drill or practice required to establish such understandings and skills?

Presumably almost all phases of language study come in for some formal teaching during the year. There will be many sharp, short lessons (of a few minutes only) interspersed with the students' actual language activities, as when a single point of punctuation needs

*(Continued on Page 60)*



# Financial Report

February 15, 1954.

To the Members of the  
Alberta Teachers' Association.

Ladies and Gentlemen:

We submit herewith Balance Sheet of your Association as at December 31, 1953, together with Revenue and Expenditure Statement for the year ended that date, Revenue and Expenditure Statement of *The ATA Magazine* for the same period, and related schedule of assets and expenditures.

We have examined the Association's books, accounts and records for the year 1953, and report that we have received all of the information and explanations we have required.

In our opinion, the accompanying Balance Sheet is properly drawn up so as to exhibit a true and correct view of the financial position of the Association as at December 31, 1953, and the Revenue and Expenditure Statement correctly reflects the results of operations for the year then ended, according to the best of our information, the explanations received by us, and as shown by the books of the Association.

The form of presentation, in the Balance Sheet, of the Association's assets, liabilities, reserves and surplus has been changed from previous years, and consists of three sections. The Revenue Fund section covers the assets and liabilities directly concerned with the day to day operations of the Association and the surplus resulting therefrom. The Capital Fund section covers the fixed assets, such as land, building, furniture and equipment, and the liability and reserve applicable thereto. The Trust Funds section covers the investments and other assets of the Association's trust funds and sets forth the individual funds represented by the assets.

Operations for the year have resulted in a surplus of \$33,144.20 on general account, and a deficit of \$3,075.95 on *The ATA Magazine*, or a Net Surplus of \$30,068.25.

In accordance with a resolution of the 1953 Annual General Meeting, an amount of \$18,058.99 has been transferred to the Special Emergency Fund, leaving a balance of \$20,000.00 in Surplus at that time.

Additions to Fixed Assets during the year totalled \$2,929.05, of which \$176.00 was added to Building and \$2,753.05 to Office Furniture and Equipment. The mortgage to the Teachers' Retirement Fund has been reduced by \$3,935.47 during 1953.

Appropriations to Trust Funds from Revenue in 1953 totalled \$22,610.63, composed of \$13,000.00 from General Revenue and \$9,610.63 from Investment Earnings, the latter being the total investment earnings for the year. Details of the appropriations are as follows:

Trust Fund	From General Revenue	From Investment Earnings	Total
Scholarships .....	\$ 1,000.00	\$ 765.70	\$ 1,765.70
Research .....	1,000.00	711.93	1,711.93
Library .....	1,000.00	692.79	1,692.79
Special Emergency .....		1,241.28	1,241.28
General .....	10,000.00	2,439.13	12,439.13
Supplementary Pension .....		3,759.80	3,759.80
	<hr/>	<hr/>	<hr/>
	\$ 13,000.00	\$ 9,610.63	\$ 22,610.63



During the year the Supplementary Pension Fund Reserve was increased by \$62,391.21 to a total of \$146,070.34. Revenue from members for the year totalled \$104,369.57, and interest on funds invested \$3,759.80. Supplementary Pensions paid amounted to \$45,738.16.

Net cost of operating Barnett House for the year was \$4,203.63, or \$350.30 per month. This amount has been charged as rent for the Association under Office and Administrative expenditures.

The Association's net assets, or members' equity, now total \$296,984.10, arrived at as follows:

Total Assets per Balance Sheet .....		\$556,100.02	
Deduct—			
Inter-Fund Accounts included under			
Current Assets .....	\$ 38,780.43		
Current Liabilities .....	9,161.09		
T.R.F. Mortgage .....	65,104.06		
Supplementary Pension Fund Reserve .....	146,070.34	259,115.92	
Net Assets or Members' Equity .....			\$296,984.10

We shall be pleased to supply any further information which may be desired at any time.

All of which is respectfully submitted.

PATRIQUIN, DUNCAN, McCLARY, McCLARY & COMPANY.  
By: John P. McClary.

# THE ATA MAGAZINE REVENUE AND EXPENDITURE STATEMENT YEAR ENDED DECEMBER 31, 1953

## Revenue

Advertising .....	\$ 10,505.99	
Subscriptions .....	11,091.45	\$ 21,597.44

## Expenditure

Administration .....	\$ 1,200.00	
Salaries .....	3,600.00	
Rural Editorial Service .....	543.82	5,343.82
Printing of Magazine (10 Issues) .....	14,239.92	
Commission on Advertising .....	3,337.47	
Postage—Magazine .....	552.18	18,129.57
Rent and Janitor .....		1,200.00
Net Deficit for Year Ended December 31, 1953 .....		\$ 3,075.95



**ALBERTA TEACHERS' ASSOCIATION**  
**REVENUE AND EXPENDITURE STATEMENT**  
**YEAR ENDED DECEMBER 31, 1953**

**Revenue**

Fees .....	\$134,784.21	
Less Transferred to the ATA Magazine.....	10,500.00	\$124,284.21
Investment Earnings .....		9,610.63
Receipts for Health Insurance Adminis- tration .....		1,951.26
		<u>\$135,846.10</u>

**Expenditure**

Office and Administrative (Per Schedule).....		\$ 41,335.61	
Honoraria .....		300.00	
Law Costs and Legal Retainer .....		846.33	
Publicity .....		2,161.08	
Fall Conventions .....	\$ 4,387.40		
Less Revenue Applied .....	2,704.67	1,682.73	
Bank Workshop .....	8,412.50		
Less Receipts Applied .....	3,458.65	4,953.85	
Annual General Meeting .....		6,692.84	
Executive Meetings .....		3,780.36	
General Executive Expense .....		3,171.32	
Committees (Per Schedule) .....		3,202.07	
Salary Negotiations .....		2,776.77	
Board of Reference .....		135.30	
Canadian Teachers' Federation—Fees .....		5,484.80	
Canadian Teachers Federation— Building Fund .....		1,100.00	
Conferences and Conventions (Per Schedule)		2,440.71	
Scholarships .....	345.00		
Less Revenue Applied .....	345.00		
Library .....	407.28		
Less Revenue Applied .....	407.28		
Research .....	500.00		
Less Revenue Applied .....	500.00		
Bad Debts .....		27.50	
Trust Fund Appropriations— From General Revenue .....	13,000.00		
From Investment Earnings .....	9,610.63	22,610.63	\$102,701.90
Net Surplus, being Excess of Revenue over Expenditure, for the year ended December 31, 1953 .....			<u>\$ 33,144.20</u>



# ALBERTA TEACHERS' ASSOCIATION

## BALANCE SHEET

DECEMBER 31, 1953

### ASSETS

#### Revenue Fund Section

##### Current Assets

Cash on Hand .....	\$	50.00	
Cash in Imperial Bank of Canada .....		1,557.67	
Estimated Fees Receivable .....		12,708.00	
Cash Advanced for Executive Expenses .....		106.14	
Accounts Receivable .....	\$	4,313.69	
Less Provision for Bad Debts .....		200.00	4,113.69
Stationery on Hand .....		1,500.00	
Insurance Prepaid .....		69.50	
Postage and Unemployment Insurance .....			
Stamps on Hand .....		343.91	\$ 20,448.91
Due from Capital Fund .....		13,541.72	
Due from Trust Funds .....		25,238.71	38,780.43
			<u>\$ 59,229.34</u>

#### Capital Fund Section

##### Fixed Assets

Land .....		5,112.08	
Building .....	153,794.58		
Less Reserve for Depreciation .....	10,209.64	143,584.94	
Office Furniture and Equipment .....	15,433.19		
Less Reserve for Depreciation .....	4,545.57	10,887.62	
Library (at nominal value) .....		1.00	
Deposits .....		100.00	
			<u>\$159,635.64</u>

#### Trust Funds Section

##### Trust Funds Assets

###### Investments—

Securities of, or guaranteed by Dominion, Provincial and Municipal Governments (at cost) .....	315,686.18		
Accrued Interest .....	3,956.68		
E. C. Ansley Mortgage .....	1,839.79		
F. J. C. Seymour Mortgage .....	4,060.39	325,543.04	
Supplementary Pension Fund Deposit .....		4,500.00	
Estimate of Supplementary Pension Fund Fees Receivable .....		7,142.00	

\$337,185.04

\$556,100.00



# ALBERTA TEACHERS' ASSOCIATION

## BALANCE SHEET

DECEMBER 31, 1953

### LIABILITIES

#### Revenue Fund Section

##### Current Liabilities

Accounts Payable .....	\$ 1,344.13	
Locals Fees Payable .....	7,680.12	
Strike Fund .....	136.84	\$ 9,161.09

##### Surplus

Balance December 31, 1952 .....		38,058.99	
General Surplus for Year 1953 .....	\$ 33,144.20		
Less Magazine Deficit for 1953 .....	3,075.95	30,068.25	
		68,127.24	
Deduct—			
Transfer to Special Emergency Fund .....		18,058.99	
Balance December 31, 1953 .....			50,068.25
			<u>\$ 59,229.34</u>

#### Capital Fund Section

Teachers' Retirement Fund Mortgage .....	65,104.06	
(Payable \$600.00 per month including principal and interest )		
Building Fund Reserve .....	81,039.86	146,143.92
Due to Revenue Fund .....		13,541.72

\$159,685.64

#### Trust Funds Section

##### Trust Funds Reserves

Scholarships .....	18,462.64	
Research .....	17,056.96	
Library .....	16,704.85	
Special Emergency .....	46,926.47	
General .....	66,725.07	165,875.99

Supplementary Pension Fund Reserve .....	146,070.34
Due to Revenue Fund .....	25,238.71

\$337,185.04

\$556,100.02



**ALBERTA TEACHERS' ASSOCIATION  
SUPPLEMENTARY PENSION FUND RESERVE**

**DECEMBER 31, 1953**

Balance January 1, 1953 .....			\$ 83,679.13
Revenue—			
Receipts in 1953 .....	\$104,527.57		
Less Estimate of Fees Receivable January 1, 1953 .....	7,300.00		
		97,227.57	
Add Estimate of Fees Receivable December 31, 1953 .....	7,142.00		104,369.57
			188,048.70
Supplementary Pensions Paid in 1953 .....			45,738.16
			142,310.54
Add Allocation of Investment Earnings .....			3,759.80
Balance December 31, 1953 .....			146,070.34
Represented by—			
Deposit with Board of Administrators, Teachers' Retirement Fund .....	4,500.00		
Estimate of Supplementary Pension Fees Receivable as at December 31, 1953 .....	7,142.00		
Securities and/or Cash .....	134,428.34		\$146,070.34

**ALBERTA TEACHERS' ASSOCIATION  
BARNETT HOUSE  
STATEMENT OF RENTAL COSTS  
YEAR ENDED DECEMBER 31, 1953**

**Revenue**

Rentals—			
Monarch Life Assurance Company .....	\$ 6,496.80		
Teachers' Retirement Fund .....	2,000.00		
The ATA Magazine .....	1,200.00		
Total Revenue .....			\$ 9,696.80

**Expense**

Taxes .....	\$ 3,094.17		
Insurance .....	309.77	3,403.94	
Maintenance .....		708.61	
Heat .....		531.55	
Light and Water .....	1,035.41		
Less Recoveries .....	456.27	579.14	
Janitor .....	2,700.00		
Less Recoveries .....	1,260.00	1,440.00	
Total Direct Expense .....		6,663.24	
Interest on Mortgage .....		3,264.53	
Provision for Depreciation at 2½ % .....		3,972.66	
Total Expense .....			13,900.43
Net Cost in Lieu of Rent .....			\$ 4,203.63





## Official Bulletin, Department of Education

### Junior Red Cross Handbook

The Canadian Red Cross Society has recently issued the Junior Red Cross Handbook, which gives complete information about the organization and its program. The book is useful as a teacher's reference and is approved as such. Copies may be obtained from the Provincial Junior Red Cross Office, 1504 - 1st Street East, Calgary, Alberta.

### Tenth Annual Creative Writing Competition and Fourth Annual Art Scholarship Competition, 1953-54.

These competitions are sponsored by the University of Alberta's Banff School of Fine Arts and the Provincial Chapter of the I.O.D.E. in cooperation with the Department of Extension, University of Alberta.

The Writers' courses held each year as part of the University's Banff School of Fine Arts have two major aims: first, to encourage the collection of Alberta ma-

terials such as might be useful to creative writers, and second, to encourage Alberta writers to use Alberta themes and subjects.

As a further means of encouraging development of the creative talents of Alberta young people, the Provincial Chapter of the I.O.D.E. has agreed to add to the Creative Writing Competition for Alberta Schools, a Scholarship Competition for young artists in the high schools. The scholarship is to the value of \$100.00 and will assist the winner to attend the painting classes of the Banff School of Fine Arts.

Information about the rules of the competitions and other particulars may be obtained by writing to Donald Cameron, Director of the Banff School of Fine Arts, University of Alberta, Edmonton. Entries for both competitions must be mailed to the Director, Department of Extension **not later than April 14, 1954.**

## Disposition of Resolutions

1. Whereas; a better understanding by the provincial membership of the problems confronting, and the decisions of the Executive Council of the Alberta Teachers' Association would foster better professional relations and would aid in preventing misunderstandings regarding the actions of the Executive Council, and Whereas; the councillors delegated to attend the Annual General Meeting are called upon to vote on matters of provincial policy, and a knowledge of the proceedings of the Executive

Council would assist these councillors in more adequately understanding some of the basic problems involved, **BE IT RESOLVED**, that copies of the minutes of the meetings of the Executive Council, presently distributed only to members of the Executive Council, be sent to the councillors through the secretaries of the locals and that one copy be retained by the secretary of the local for reference purposes.

*The Executive Council is opposed to implementing this resolution, because it is*



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*felt that such action is not in the best interests of the Association.*

2. Whereas; the majority of teachers are not adequately informed regarding the Alberta Teachers' Association policy, results of Executive meetings, motions passed by the Central Executive, results of Executive or secretarial meetings with government officials, and

Whereas; such information is deemed necessary for intelligent local discussion and decisions,

**BE IT RESOLVED**, that the Annual General Meeting go on record as requesting that a report of all important decisions be publicized in *The ATA Magazine*.

*The Executive Council concurs with the idea of publishing important decisions in newsletters and/or The ATA Magazine.*

3. **BE IT RESOLVED**, that the convention committees of the cities of Calgary and Edmonton whose conventions are held in February be empowered to choose their own convention guest speaker and that the Central Executive make a grant towards the expenses of the speaker, such grant to be equal to the amount expended by the Executive Council for the 1953 convention speaker.

*This resolution was tabled, because it has always been dealt with in a general way. Any convention group may request any speaker desired.*

4. Whereas; the teachers who continue to teach after their sixty-fifth birthday make a very worthwhile contribution to the stability of the Teachers' Retirement Fund, and

Whereas; at the present time they are receiving no recognition of this fact,

**BE IT RESOLVED**, that half the years of service after sixty-five be counted as pensionable years the same as those years before the age of thirty.

*This resolution was presented to the Executive Council of the Government and also referred to the ATA Pension Committee.*



5. Whereas; Section 12 of By-law No. 1 of 1948 of the Board of Administrators of the Teachers' Retirement Fund requires that no person receiving a pension under this By-law who is re-employed for any period or periods as a teacher shall be paid his pension or any part thereof during any such period or periods except when the pension exceeds his salary in which case he shall receive the amount of that excess,

**BE IT RESOLVED**, that an amendment to Section 12 of By-law No. 1 of 1948 be made so that retired teachers may take employment as substitute teachers without losing their pensions.

*This resolution was referred to the ATA Pension Committee.*

6. Whereas; the present Alberta Teachers' Association pension plan is not actuarially sound, and

Whereas; the pension plan is not guaranteed by the provincial government, and

Whereas; many younger teachers are paying money into the plan which would be sufficient to assure their own pension, and

Whereas; there are many teachers who have rendered valuable service to the province but have not contributed to the pension fund sufficient to provide for their pension under the present scale of benefits,

**BE IT RESOLVED**, that the Executive of the Alberta Teachers' Association be asked to look into the possibility of pensions being paid on the basis of a sliding scale, the benefits to increase with years of service with all to be paid a full pension after twenty-one years when the pension scheme will have been in operation for thirty-five years.

*This resolution was referred to the ATA Pension Committee.*

7. Whereas; under the present system of certification, teachers not qualified by experience to teach certain subjects, e.g., science, social studies, French, etc., are allowed to teach

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these subjects, while teachers with special qualifications and backgrounds in these subjects are not allowed to teach them,

**BE IT RESOLVED**, that the Alberta Teachers' Association and the Department of Education investigate the matter to determine what steps could be taken to make certification more practical.

*This is contrary to present policy. The Association has always favoured general certification of teachers before special certification is granted. The Executive Council voted non-concurrence.*

8. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Government to amend the By-laws of *The Teachers' Retirement Fund Act*, providing that teachers retiring in 1953 have their retirement allowance based on the average annual salary for the six consecutive years of his pensionable service during which his salary was the highest; in 1954 for the seven

years; in 1955 for the eight years; in 1956 for the nine years; in 1957, and after for the ten consecutive years of his pensionable service during which his salary was the highest.

*This resolution was referred to the ATA Pension Committee.*

9. **BE IT RESOLVED**, that the Executive Council be requested to prepare and submit an electoral ballot which would permit an Annual General Meeting to terminate contributions to the Supplementary Pension Fund, at some date between December 31, 1954 and December 31, 1958, when sufficient reserves are in sight to take care of the estimated liability.

*An electoral ballot has been presented to the locals and will be dealt with by the 1954 Annual General Meeting.*

10. **BE IT RESOLVED**, that the Executive Council be requested to institute an electoral ballot which would change the By-laws of the Association so that there shall be ten geographic districts, with a representa-



tive from each, districts and boundaries to be determined by resolution of the Executive Council.

*An electoral ballot has been presented to the locals and will be dealt with by the 1954 Annual General Meeting.*

11. **BE IT RESOLVED**, that the ATA Handbook be brought up to date and distributed without charge before September, 1953.

*The ATA Handbook has been revised and additional copies are available.*

12. Whereas; we have a code of ethics but inadequate means of enforcing it, **BE IT RESOLVED**, that the Executive take steps toward achieving this end by empowering the local ATA executive of each division to receive and review complaints about breaches of this code and give a preliminary hearing in the presence of an appointed member of the Central Executive.

*The Executive Council voted non-concurrence with this resolution, because it is contrary to present regulations.*

13. **BE IT RESOLVED**, that teachers who

take teaching positions with the Dominion of Canada under the Colombo Plan shall receive the same consideration under our pension plan as members of the armed services in the past war.

*The Executive Council voted non-concurrence, because it was felt that this would place an additional burden on the Fund.*

14. Whereas; there is concern over the financial condition of the Teachers' Retirement Fund, and

Whereas; there appears to be a danger that in the future years those teachers who have paid into the fund for a period of thirty-five years may not be able to receive their pension rights, due to the financial condition of the fund,

**BE IT RESOLVED**, that this Annual General Meeting ask the Executive Council of the Alberta Teachers' Association to seek an amendment to *The Teachers' Retirement Fund Act*, so that until a teacher shall have paid at least half of the amount necessary

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- to pay for a larger pension,  
 (1) some reasonable ceiling be adopted,  
 (2) those going on pension should have deducted 5% of their pensionable salary till they have paid in for twenty-five years.

*This resolution was referred to the ATA Pension Committee.*

15. Whereas; the remuneration paid to teachers who mark final papers in Edmonton has not kept pace with the general rise in wages and fees, and

Whereas; the living allowance paid teachers not residing in Edmonton is below expense allowances paid by the government to their officials,  
**BE IT RESOLVED**, that this Annual General Meeting request the Executive Council of the Alberta Teachers' Association to seek payments and expense allowances on a more equitable scale for those teachers marking final examination papers.

*This resolution was tabled because it is contrary to present regulations.*

# TEACHERS!

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# In Memory of

Name	School District	Address	Date of Death	
*L. Maude Bell	Edmonton S.D. 7	Collingwood, Ont.	April,	1953
Marie Aimee Marguerite Bonnet	Sturgeon S.D. 24	Vimy	Oct.	3, 1953
Ethel L. Bruce	Calgary S.D. 19	Calgary	Feb.	28, 1954
*Margaret Orr Buchanan	Edmonton S.D. 7	Edmonton	Aug.	12, 1953
Emma E. Chegwin	Edmonton S.D. 7	Edmonton	Feb.	15, 1953
*E. O. Duke	Sturgeon S.D. 24	Victoria, B.C.	Jan.	19, 1954
*Archibald Melvin Fisher	Lethbridge S.D. 51	Lethbridge	Oct.	28, 1953
May V. Gowan	Edmonton S.D. 7	Edmonton	April	12, 1953
*Anna Hall	Lacombe S.D. 243	Calgary	June	21, 1953
*J. Martha Kelly	High River S.D. 144	High River	Dec.	9, 1953
Peter Klotz	Neutral Hills S.D. 16	Bodo	Nov.	9, 1953
*Charlotte B. MacLellan	Athabasca S.D. 42	Edmonton	March	4, 1953
*George Marion	Edmonton S.D. 7	Edmonton	Dec.	7, 1953
Mary Evelyn McIver	Edmonton S.D. 7	Edmonton	March	11, 1953
*George A. McKee	Edmonton S.D. 7	Victoria, B.C.	Dec.	1, 1953
Lawrence Robert McLeay	Vegreville S.D. 19	Lavoy	Feb.	19, 1954
Etta McLellan	Clover Bar S.D. 13	Fort Sas- katchewan	June	1, 1953
Helen M. McNamara	Barrhead S.D. 59	Barrhead	July	1, 1953
*J. H. Renwick	Westlock S.D. 37	Durham, Ont.	March	21, 1953
Isabella E. Salsauler	Rocky Mountain S.D. 15	Benalto	Oct.	8, 1953
Elizabeth S. Sexsmith	Calgary S.D. 19	Calgary	Dec.	11, 1953
John T. Shaw	Edmonton S.D. 7	Edmonton	June	26, 1953
Sr. Aimee de L'Immaculee	St. Paul S.D. 2228	St. Paul		
Sr. Eugene (Ahern)	Edmonton Sep. S.D. 7	Edmonton	November,	1953
Sr. Hubert de Jesus	Edmonton Sep. S.D. 7	Edmonton	Nov.	11, 1953
Sr. Marie Winnifred (Helena Fortier)	Thibeault S.D. 35	Morinville		
Helen I. Smith	Turner Valley S.D. 4039	Black Diamond	Feb.	23, 1953
*E. May Switzer	Edmonton S.D. 7	Vancouver, B.C.	Dec.	1, 1953
*Eric V. C. Tucker	Macleod S.D. 28	Fort Macleod	Aug.	5, 1953
*J. R. Vallis	Medicine Hat S.D. 76	Medicine Hat	May	1, 1953
*Alfred Waite	Edmonton S.D. 7	Crescent Beach, B.C.	Oct.	20, 1953
*Frederick Dutton Weir	Calgary S.D. 19	Calgary	Nov.	22, 1953

\*Pensioners



## Social Implications of the Teacher's Job

*(Continued from Page 15)*

parent-teacher cooperation such as parent-teacher discussion groups where the problems of developing children in home and school are discussed. These can be arranged by Home and School Associations which should be engaged primarily in studying how to meet the needs of children in home, school and community. They should not be merely ladies-aides to the principal to buy school equipment. They should not be social organizations or general community clubs. Initiating new methods of teacher-parent cooperation requires preparation on the part of both parents and teachers. Cooperative study and discussion over a year would not be too much before the inauguration of systematic teacher-parent conferences or other forms of parent-teacher cooperation.

### 4. The teacher's relationship to the community.

Because the teacher's daily job brings him into contact with immature minds, it is important that he have the same community contacts with his fellow citizens as does the lawyer, the grocer and the business executive. A social life which cuts across occupational lines will help to keep the teacher's life in balance. Certainly he should have a recreational life that is rich and satisfying.

So far as the teacher's participation in community organizations goes, the teacher should play the part of a good citizen—no more, no less. He should pull his load in the community boat like the other leading citizens of the community but he should not be a community chore boy.

There is, however, a professional side to a teacher's relations with the community. I said that every child had four sets of teachers of which community teachers were one. By community teachers I mean the church and all its organizations; the recreational agencies such as the Y.M.C.A., the Y.W.C.A., the

Playgrounds Association, the public library, the radio and television station, newspapers, magazines, the moving picture theatre, the various welfare agencies; and the standards held by the adults of the community. Since all of these community teachers affect a child's development—even his intellectual development in school—it is important that the teacher be willing to recognize them as partners and to work with them for the best all-round development of her pupils. Too often, the school's cooperation with community agencies is limited to cases where something serious has occurred such as the child's appearance in the juvenile court. Actually, conferences between children's school teachers and community teachers would yield a degree of helpful cooperation that would greatly help the work of the school.

### 5. The teacher's relationship to the society in which he lives.

One of the things which teachers need to realize is that they don't own the schools. Schools are an agency of contemporary society designed to carry out the purposes of that society. Schools and school systems cannot be much better than the public opinion on which they rest. An enterprising teacher, principal or superintendent of schools or a forward-looking department of education can go a little way ahead of public opinion. If they go too far they are pulled up short. In the last analysis all school policies are determined by public opinion not only through the public's elected representatives but in many other subtle ways. In the long run the public determines what schools are for, what shall be the nature of their curricula, what general methods of teaching shall be employed and of course the nature and quality of the school plant and equipment.

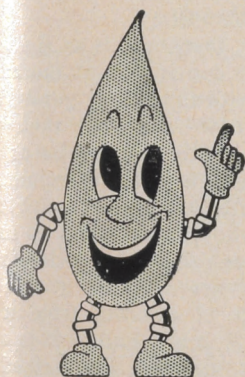
So far as the aims and objectives of schools go, these change as the needs of society change. Our grandfathers were chiefly concerned with literacy and



so they expected the schools to concentrate on the "3 R's." Later an expanding frontier and the opportunity for people to win a better living and higher social status reflected themselves in the school's emphasis on the passing of examinations in academic subject matter which in their turn led to diplomas which opened up opportunities. Because of the tremendous insecurities and uncertainties of our times, many sincere people want to go back to these objectives. There may be temporary reaction but in the long run society will be forced to realize that it lives in an atomic age and is faced with new problems. We can be sure of only two things so far as the nature of the world in which our children must live goes. These are (1) an increasingly rapid rate of change the exact nature of which change no one can predict; (2) a state of continuing and probably increased tension. Society needs to ask itself what kind of persons its children should be to be able to face these two facts without damage to them-

selves or others. Certainly the "3 R's" will not be enough nor will a university matriculation or even a university degree necessarily be enough as such. To face the kind of world they will have to live in, our children will need to develop three things (1) integrity of personality, (2) integrity of thinking, and (3) integrity of character. By integrity of personality, I mean an emotional maturity which will enable them to stand up to change and tension without "breaking down" or "blowing up." By integrity of thinking, I mean skills in problem-solving and a set of generalized habits of thinking in an objective manner such as those of gathering adequate data before coming to a conclusion and the wise use of generalization and the testing of results. By integrity of character, I mean the acquiring of those habits of responsibility, honesty, loyalty and cooperativeness for which the world of business, industry and international affairs cries out today. Whether, in the midst of fears and uncertainties of the

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The teacher cannot impose on society his notion of what schools are for. All he can do is, as a citizen and as a professional man of experience, to attempt to persuade his fellow-citizens. Then, too, he should make every effort to see that the decisions of the public with regard to education are made on the basis of study and discussion and not on the emotional basis of either fear of the new or a nostalgic longing for "the good old days." He should, in addition, try to see that the public's evaluation of the schools is made on what the schools actually are and are doing, instead of from some ivory tower by someone who hasn't spent half a day in a classroom during the past twenty-five years trying to find out what today's schools are like. It is important then that more effort be made to bring the public into the schools to see for themselves. It is much safer to have criticisms based on knowledge than on ignorance.

The teacher's job is, therefore, very intimately bound up with the life of the times in which he lives and the school is bound to reflect the conflicts and turmoil which society is experiencing. In other words, the teacher lives in no ivory tower but in the very midst of the traffic of life. His role is found to be powerfully affected by the snarls and dangers of that traffic.

The teacher, therefore, is in the midst of living. His job is one of human relations, first with individual pupils, then with his class as a group, then with parents, then with fellow-citizens and community agencies at the community level, and finally with those members of society with whom he is bound up in the life of his time. Teaching today is not telling. It is not a filling station job which consists of pouring from a big jug into a little mug. Rather it is a job that requires mature, well-trained individuals who themselves have integrity of personality, integrity of thinking and integrity of character. Only so, can the schools do the job which they are designed to do.

present, society will run back to the methods and techniques suitable for an older day remains to be seen.

The general criticisms of our schools today reflect our present insecurities and fears in the face of the new atomic age in which we now live.



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## Language Learning and Teaching

(Continued from Page 42)

to be made clear. There will be longer lessons or blocks of lessons (units) to consolidate or systematize understandings more broadly organized—the comparative study of various punctuation marks, for example. And there may, of course, be some study topics—such as the mass media of communication—that do not arise directly or at least completely from classroom activities.

In this more formal study the teacher's main tool, for better or for worse, is the text. It should offer organized facts and understandings which the teacher himself has not the time (nor, in some cases, the competence) to provide. Experienced teachers, it is true, will have much to offer in terms of their own study and analysis. But normally the

text provides the basic organization and material, if only because all students are supplied with it.

The text, however, is but a tool and not a teacher. (Otherwise teachers would be unnecessary.) One of the teacher's responsibilities is directing the students' study of the text, either sequentially or as a reference. Another—because of individual differences among students and classes—is interpreting, explaining, or amplifying the text (or, in some cases, directing that portions be omitted). Another is using the text as the focus or starting point for class discussion. Still another is making judicious use of practice materials.

It would be a comfortable thing for us teachers if we could forget all our responsibilities but that of directing prac-

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ice or drill exercises. They require little thought or skill on our part. They allow us to relax. They keep students busy. The only trouble is that they don't, by and large, do much to improve the language capabilities of the students. For the most part they (the students) do exercises willingly enough, conscientiously filling in blanks and dutifully making choices among alternative word forms. Then they leave the classroom to speak and write much as before. Many text and workbook exercises are the merest busywork.

There is merit in specific practice. Some exercises (call them **drill**, if you like—I think **practice** is the more purposeful term) do help students to think about language alternatives, establish points of understanding, and make approved patterns more automatic. But there is simply no merit in proliferating them beyond the stage of economical return. A few make the point or establish the pattern; a great many merely keep the students out of mischief, if indeed they do even that.

The evidence of research is reasonably clear—the students own speech and writing, together with practice exercises growing therefrom, provide the most effective means of improvement. Using the desired skills in situations of actual communication furnishes at once the best motivation for learning and the best occasion for applying it. This is again the circular process: use, study, and a return to use.

#### Providing good models

Fortunately or unfortunately, language learning is in large measure a matter of luck. Luck in being born into a family in which the parents speak with precision and care. Luck in community patterns. Luck in having teachers who themselves use clear and effective speech. It is true, of course, that the radio as well as a flood of printed materials now tends to level speech patterns. But from the school point of view the teacher's importance as a model is an impressive fact.

Good usage especially, it seems to me, is somewhat like good character: we learn it mostly by example. Since in many instances the teacher's language will be the best that the student ever comes purposefully in contact with, it had better be "good." Good, but not prissy. Respectable, but not school-marmish. Correct, but not finicky.

How the teacher says it, rather than how he says to say it, will be of the most enduring influence on his students.

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### Executive Meeting

The Provincial Executive held a meeting in Barnett House on February 5 and 6. The agenda included discussion of scholarships, executive salaries, housing for teachers, ATA representation at various conventions, revision of *The Teaching Profession Act*, publicity workshops, research, local constitutions, curriculum making, status of librarians, nomination acceptance forms, councillors' transportation, pensions, health and accident insurance, salary negotiations, amendments to *The School Act*, teacher recruitment, the budget, financial statements, and the Annual General Meeting.

The Executive spent a good deal of time discussing the then-rumoured six weeks training course. All avenues were explored and every possible effort was to be made to prevent the lowering of standards and entrance requirements.

### Edmonton and Calgary Conventions

The Edmonton City convention (including West Jasper Place) was held on February 8 and 9, and the Calgary City convention was held on February 11 and 12. Dr. Sam Laycock, retired Dean of the College of Education, University of Saskatchewan, was our guest speaker at both conventions. Discussion at the ATA business meetings covered the rumoured six weeks training course for teachers, curriculum committees and association representation thereon, and publicity and public relations.

### Secretaries' Conference, Ottawa

While on the way to Ottawa, I stopped over in Toronto to see Mr. L. Coward of William M. Mercer Limited to discuss the progress of the actuarial survey of the Teachers' Retirement Fund.

From February 15 to 20 I attended the Secretaries' Conference in Ottawa. Secretaries from all teachers' organizations attended. The Ontario Teachers' Federation secretary came one day late and left one day early to attend the executive meeting called for Saturday although this conference had been planned months ago. Some of the topics discussed were: salaries, living and working conditions, education finance, superannuation, research, teacher education and certification, retention of teachers, the Canadian Teachers' Federation, international affairs, and public relations.



### **Other Meetings**

On February 2 I attended a meeting in Camrose to discuss transfer and leave of absence of a teacher.

I spent February 10 at the bank checking securities with our auditor.

The ATA Education Co-ordinating Committee met on February 13. The set-up, personnel, and function of the various curriculum committees was thoroughly discussed. The disposition of resolutions of the 1952 Annual General Meeting was reported, and last year's resolutions were directed to the proper committees.

The remaining time was spent in the office dealing with correspondence, preparation of reports for the Annual General Meeting and other routine matters.

From February 20 to 28 I had a few days' holiday and drove back to Alberta on my way to the meeting of the American Society of Curriculum Development in Los Angeles.

### **Financial Support for Strike**

The Executive Council at its meeting on February 6 decided to request a token contribution of \$1.00 from the Canadian Teachers' Federation and each of its affiliates. This resulted as a follow-up of previous requests made to all teachers' organizations for cooperation—other than financial assistance. All provinces gave excellent support with the exception of Ontario from whom we received a telegram referred to in the February diary. The Executive Council feels that all Canadian teachers' organizations should support each other in times of necessity, and, while the Alberta Teachers' Association did not need financial assistance this time, it would be good policy to determine which provinces would give support if the occasion should again arise.

### **Saskatchewan Visitor**

Miss Emma Stewart, Assistant Secretary, Saskatchewan Teachers' Federation, visited the office on February 27. She was on her way to attend the convention of the American Society of Curriculum Development in Los Angeles and stopped off in Edmonton to renew acquaintances and to look over Barnett House. Miss Stewart was quite impressed with our office and expressed the hope that the Saskatchewan Teachers' Federation would soon be in a position to build a home for itself.

### **Annual General Meeting**

All material for the Annual General Meeting Handbook, including reports of all committees and officers, had to be prepared for printing during February. Plans for nominations, elections, consideration of resolutions, and other details regarding the Annual General Meeting were made.

